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ABSTRACT

Academic and career plans and experiences of students in their freshman and senior years were compared. The 280 students first entered the State University of New York at Buffalo (SUNY/B) in the fall semester of 1976 and graduated in the spring of 1980. Students were administered the College Student Perceptions Survey and a followup survey, which included questions concerning educational/career plans and experiences; family; employment; and personal, educational, intellectual, vocational, interpersonal, aesthetic, and civic development. Findings include the following: as incoming freshmen, these students had positive attitudes about attending college; preparing for a career was a very important reason for most of these students to attend college, as was personal and intellectual development; and slightly more than half as seniors intended to obtain masters' degrees, 10 percent more than had intended to do so as freshmen. Details of students' degree aspirations/accomplishments are included, along with 18 aspects of students' development. In addition to a narrative description of the results, numerous data tables are presented. (SW)

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# college student perceptions

## FOUR-YEAR FOLLOW-UP OF 1976 FRESHMEN

## Part I: Academic and Career Plans and Experiences

Student Testing
Division of Student Affairs
State University of New York at Buffalo

# COLLEGE STUDENT PERCEPTIONS

## FOUR-YEAR FOLLOW-UP OF 1976 FRESHMEN

## Part I: Academic and Career Plans and Experiences

H. William Coles III

Student Testing
Division of Student Affairs
State University of New York at Buffalo
March, 1983

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## FOREWORD

Data provided by college students about their university experiences provide valuable information about the university to both current and potential students. Longitudinal data, particularly comparisons between students as incoming freshmen and as graduating seniors, provide insight into the nature and degree of student change during college years. They give a perspective of the university which is essential to planning and evaluating academic and non-academic goals, policies, and procedures. While it is continually important to evaluate and improve university environment and student-university interactions, recent emphasis on accountability and competition for students and funds makes it imperative that we understand the impact of the university experiences upon students.

Student Testing, of the Division of Student Affairs, State University of New York at Buffalo (SUNY/B) has conducted research for nearly twenty years on personal, social, intellectual, and professional development of its students.[1] Results are disseminated throughout the University, to libraries in the Western New York community, to high school guidance counselors throughout the state, and to other researchers throughout the country.

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[1]Student Testing was formerly known as Student Testing and Research.

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# CHAPTER I

## METHOD

The focus of this study is on a group of 280 students who first entered the State University of New York at Buffalo (SUNY/B) in the fall semester of 1976 and graduated from the University in the spring of 1980. Their responses to surveys as incoming freshmen and as graduating seniors permit investigation of changes over four years and examination of differences between expectations and experiences.

This report, Part I of a two-part series, deals with academic and career plans and experiences in the freshman and senior years. In Part II, personal factors and personal and interpersonal development will be discussed.

### SAMPLE

In 1976, the *College Student Perceptions Survey (CSPS)* was administered by Student Testing and Research of the Division of Student Affairs to 1,639 incoming freshmen during the summer orientation program at SUNY/B. In 1980, 606 of the original 1,639 students were attending the University and indicated during January registration that they planned to graduate in the spring of 1980. A follow-up *CSPS* was mailed to that group, and 280 (46%) responded. These 280 students comprise 17% of the 1,653 full-time seniors, continuers and transfers, with Approved Majors in four-year programs at the University in spring 1980[2] and constitute the sample upon which this report is based.

Of the 280 students who responded to the *CSPS*, half are women and half are men (Table 1.0). Most (96%) were admitted to the University through the Regular Admissions Programs and the remainder through the Educational Opportunity Program. Most (94%) were either 17 or 18 years old when they entered. Forty-one percent were from the Eighth Judicial District of New York State,[3] 31% were from Metropolitan New York City,[4] and 24% were from the remaining counties of New York State when they entered the University.[5]

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[2] Data were obtained from the Office of Institutional Studies.

[3] Eighth Judicial District counties include Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, and Wyoming.

[4] Metropolitan New York City includes Bronx, Kings, Nassau, New York, Queens, Richmond, Rockland, Suffolk, and Westchester counties.

[5] Admission program, age, and geographic data were obtained from the Office of Admissions and Records.

As freshmen, the respondents reported the range of their parents' income. Forty percent reported parental income of $20,000 or more, while 6% indicated a parental income of $5,000 to $9,999, and 3% stated it to be under $5,000.

As graduating seniors, 83% of the students in the sample had never been married or engaged, 13% were engaged, 3% were married, and one student was divorced or widowed. Three students reported having one child; the remaining respondents indicated that they had no children (Table 1.0).

## QUESTIONNAIRES

The *1976 Freshman CSPS* consists of 239 multiple-choice questions, and the *1980 CSPS: Fourth-Year Follow-up of 1976 Freshmen* consists of 264 multiple-choice items. The surveys include questions concerning educational experiences and expectations, major and career plans, family, employment, and personal, educational, intellectual, vocational, interpersonal, aesthetic, and civic development.



## DATA ANALYSIS

At least 94% of the sample responded to each of the *CSPS* items except where response was inappropriate for some students. For example, responses to questions concerning change of intended major or effect of employment are reported for only those students who indicated that they had changed their intended major or had been employed.

Responses to corresponding multiple-choice items of the *1976 CSPS* and *1980 CSPS* were examined for differences. Statistical differences were determined by paired t-tests. Differences significant at the .05 level of confidence or greater are reported.

## PRESENTATION OF DATA

Tables referred to in the text are located in the Appendix and include information additional to the highlights provided in the text. Data are presented in tables as frequencies, percentages, means, and standard deviations. Means of the responses were calculated by assigning the number 1 to the most negative response option, 2 to the next most negative, etc. Data in the tables are ordered on the means of the seniors' responses from most positive to most negative, except in cases of other logical order. The

following symbols and abbreviations are used in the tables:

| | | | |
|---|---|---|---|
| N | Number of respondents | SD | Standard Deviation |
| % | Percentage of respondents | F | Responses as freshmen |
| M | Mean | S | Responses as seniors. |

In the text, when a proportion is used, it is within two percentage points of the actual percentage reported in the tables, unless qualified. In tables with mutually exclusive entries, some columns or rows of percentages do not add to 100 due to non-response and/or rounding error. Statistically significant differences between freshman and senior year responses are identified in the tables by asterisks.

In several sections of the questionnaires, students were instructed to respond to each item of lists of related statements or expressions using a particular response scale. Response options cited in the text are noted in *script*; the statements or phrases to which the students responded are identified by capitalization of the first letter in the first word of the statement. In the tables, abbreviations of statements or phrases are sometimes used.

In the text, the terms, "freshmen," "entering freshmen," and "incoming freshmen" are used interchangeably to denote the sample of 280 students as they responded to the *1976 CSPS Freshmen Survey* in the summer of 1976.

"Seniors" and "graduating seniors" are used interchangeably to denote students who responded to the *1980 CSPS* and who indicated on their January 1980 registration form that they intended to graduate that spring.

CHAPTER II

# EDUCATIONAL EXPERIENCES AND EXPECTATIONS

During the orientation program conducted the summer just preceding their entrance into the university, entering freshmen were asked about several aspects of their high school experiences and about their expectations of the same aspects of their university experience. As graduating seniors, students in the sample were asked to assess their university experiences. Their educational expectations and experiences and their changes over four years were investigated.

## ACADEMIC DATA[6]

The mean high school average of this sample of 280 students is 90.5; the range is from 74.6 to 99.9 (Table 1.1). The range of the students' high school class rank is from 29.0 to 99.0; the mean is the 89.5th percentile. The mean score for the group on the New York State Regents Scholarship Examination is 197; the scores range from 86 to 271 out of a possible 300. (SAT scores were available for only 50% of the sample and are not reported.)

The Quality Point Average (QPA) for four years at SUNY/B for this sample ranges from 2.1 to 3.9 on a four-point scale, with a mean of 3.2.

[6]Academic data were obtained from the Office of Admissions and Records.

## SATISFACTION WITH HIGH SCHOOL AND UNIVERSITY EXPERIENCES

As incoming freshmen, the students indicated their degree of satisfaction with four high school experiences; as graduating seniors, they indicated their level of satisfaction with the corresponding university experiences (Table 1.2). As freshmen, most (88%) were *moderately* or *very satisfied* with their high school Academic experiences. In general, they were *moderately satisfied* with each of the other three experiences:

Relationships with faculty
Social experience
Degree of initiative they took in establishing relationships with faculty.

As seniors, students, in general, were *moderately satisfied* with their social experiences at the University, but were less satisfied with the other three University experiences than they had been with the corresponding experiences in high school. A third of the students as freshmen were *very satisfied* with their Academic experiences in high school, but only a fourth of the students responded similarly as seniors regarding the Academic experiences at the University. As freshmen, 36% of the students were *very satisfied* with their Relationships with their high school faculty, and 2% were *not satisfied*. As seniors, however, only 13% were

*very satisfied* with their Relationships with their faculty at the University, and 17% were *not satisfied*. A third of the students as freshmen were *very satisfied* with the Degree of initiative they took in establishing relationships with their high school faculty; only 14% of the seniors responded similarly regarding the Degree of initiative they took in establishing relationships with University faculty.

ATTITUDE ABOUT ATTENDING COLLEGE

Most of the students, as incoming freshmen, had positive attitudes about attending college. A fifth were very enthusiastic, and three-fourths reported that they were looking forward to college - it may be tough, but the reward would be worth the effort; everything considered, there was nothing else they would prefer doing (Table 1.3). Five percent indicated that there was something else they would prefer doing, but they thought college was necessary, so they would attend. A few freshmen really did not want to attend college, but did not know what else they could do that would be more satisfying.



REASONS FOR ATTENDING COLLEGE

As freshmen, the students indicated the importance of each of 18 reasons in their decision to attend college. Eighty-eight percent of the students in the sample reported that Preparation for a career (development of skills and techniques directly applicable to their career) was *very important* in their decision to attend college (Table 1.4). Several other reasons were each indicated by half or more of the freshmen to be *very important*. These were:

Increased independence in thought and action
Increased ability to handle responsibility
Increased knowledge of self: strengths, weaknesses and interests
Increased openness to ideas and experiences
Development of critical thinking and problem-solving skills.

Least important of the listed reasons was Lack of a better alternative; 75% reported that it was *not important* in their decision to attend college. Two other reasons were each indicated by half the sample to have been *not important*:

"Everyone" expected me to attend college
Enjoy myself and/or delay the responsibility of beginning a vocation/profession.

DEGREE EXPECTATIONS

While all students in the sample reported on their January, 1980 registration form that they intended to graduate that spring, responses to the *1980 CSPS:Fourth-Year Follow-up of 1976 Freshmen*, distributed in the Spring, indicated that the plans of several students had changed. Sixteen students (6%) expected their degrees in September, 1980, five students expected it in February, 1981, and one in June, 1981 (Table 1.5).

More than half (54%) of the students as seniors intended to obtain a Master's degree, 10% more than had intended to do so as freshmen (Table 1.6). A fourth of the seniors were not sure if they would obtain a Master's Degree. A tenth of the students as freshmen and a tenth as seniors intended to obtain a Doctorate, a third of the seniors were not sure. A tenth of the freshmen and the same percentage of seniors intended to obtain a Law degree; a tenth of the seniors were not sure. Seventeen percent of the students as freshmen intended to obtain a Medical, dental, or veterinary degree. Only 7% of the seniors intended to do so, and only 4% were undecided.

A fifth of the students as freshmen and the same portion as seniors intended to obtain a postbaccalaureate degree at SUNY/B (Table 1.7). Half the seniors did not intend to do so, and a third were not sure.

Closer examination of the responses regarding intentions to obtain postbaccalaureate degrees indicates that 162 seniors intended to obtain one or more of the listed postbaccalaureate degrees. Of these seniors, 28% (45 students) intended to obtain their postbaccalaureate degree(s) at SUNY/B, 24% were not sure, 48% did not intend to do so; one student did not respond to the item.

CHAPTER III

## FACULTY AFFILIATION AND MAJOR CHOICE

The entering freshmen who completed the *CSPS* reported the field they would most likely choose as their undergraduate major. Of the 280 students, 83 as freshmen indicated that they would choose majors that were in the Faculty of Health Sciences, 53 would select majors in the Faculty of Natural Sciences and Mathematics, and 45 would choose majors in the Faculty of Engineering and Applied Sciences (Table 2.1). Fewer reported that they would choose majors in the Faculty of Social Sciences (29), the School of Management (27), the Faculty of Arts and Letters (11), and the School of Architecture and Environmental Design (4). Twenty-one were undecided about an undergraduate major.

Seniors indicated their current majors on the follow-up *CSPS* completed in the second semester of their senior year. In their fourth year, 55 students were graduating with majors in the Faculty of Social Sciences, 53 in the Health Sciences Faculty, 48 in the Faculty of Engineering and Applied Sciences, and 45 in the School of Management. Fewer were graduating with majors in the Faculty of Natural Sciences and Mathematics (25), the Faculty of Arts and Letters (19), and the School of Architecture and Environmental Design (6). Twenty-nine were graduating with double, joint, or special majors.



Comparisons of freshman intentions to subsequent commitments reveal some interesting changes among the chosen Faculties over the four years. For instance, of the 83 students who as freshmen intended a major in the Faculty of Health Sciences, only 45 were graduating with majors in that Faculty. Seventeen of the others were graduating with majors in the Faculty of Social Sciences, seven in Natural Sciences and Mathematics, three in Arts and Letters, three in Engineering, three in Management, one in Architecture and Environmental Design, and four with double, special, or joint majors. Eight students were graduating with a major in the Health Sciences Faculty who had not intended to do so as freshmen; four were from the Faculty of Natural Sciences and Mathematics, and four had been Undecided as freshmen.

The largest increase in number of graduating students in comparison to the number intending to do so as freshmen was in the Faculty of Social Sciences. While 29 entering freshmen intended majors in the Social Sciences Faculty as freshmen, 55 students were graduating with majors in that Faculty. Only 14 of the 29 students who intended to graduate in the Social Sciences Faculty as freshmen were graduating with a major in that Faculty; 17 others had intended a major in the Health Science Faculty as

freshmen, 15 intended majors in Natural Sciences and Mathematics, 2 had intended majors in Arts and Letters, one had intended a major in Engineering and Applied Sciences, and 6 had been undecided.

## MAJOR CHOICE

Examination of the intended major choices as freshmen and the actual majors as graduating seniors indicates some interesting changes. Thirty-one freshmen (11% of the sample) intended to major in Biology; only 13 students, as seniors, (5% of the sample) were majoring in Biology (Table 2.2). Twenty-five freshmen intended to major in Physical Therapy, but only 15 seniors were doing so.

A third of the students had made their final choice of major before entering SUNY/B (Table 2.3). Most (89%) had made their choice by their sophomore year or the summer following. Two students made final choice in their senior year.

Sixty percent of the students had not changed their majors since entering the University (Table 2.4). Twenty-nine percent had changed once, five percent had done so twice, and five percent had done so more than twice.

Those students who had changed majors since entering the University, 38% of the sample, indicated the importance of each of 10 factors in their decision to change to their present major (Table 2.5). Forty percent of those who changed majors reported



that their Not doing as well as expected in courses of their first choice was *very important* in their decision to change. A third indicated that Disliking the courses they were taking as preparation for their initial choice was *very important* in their decision. Two of the listed reasons were relatively unimportant:

> Applied to department of first choice but did not get accepted
> Did not apply to department of first choice because I did not expect to be accepted.

These reasons were reported to be *not important* by 91 and 85%, respectively, of the students who changed majors.

Most of the students as seniors were satisfied with their current major choice. Half were *very satisfied*, and 39% were *moderately satisfied* (Table 2.6). Six percent were *moderately dissatisfied*, and 4% were *very dissatisfied*.

CHAPTER IV

# FACULTY FELLOW STUDENTS, AND EFFECT OF EMPLOYMENT

Faculty and fellow students are major components of the educational experience. Students' interactions with their faculty are important determinants of the quality of their education; their perceptions of their experiences with faculty provide some insight into faculty attitudes and behavior. Interactions with fellow students are important aspects of the social and educational systems of the university. The characteristics and attitudes of peers can have significant impact on students' personal and interpersonal adjustment and satisfaction as well as their educational accomplishments. Students' academic efforts and social involvement and to some extent their emotional and psychological well-being can be influenced by employment during the academic year.

Students as incoming freshmen indicated how descriptive they expected the various characteristics listed would be of the SUNY/B faculty and students with whom they would interact during their first year. As graduating seniors, students reported how descriptive those characteristics had been of their faculty, both major and non-major, and of their fellow students during their four years at the university. Those seniors who had been employed while at SUNY/B reported the effect of their employment on various aspects of their development and activities.

## FACULTY

As entering freshmen, students indicated how descriptive they anticipated each of 10 characteristics would be of the SUNY/B faculty with whom they would interact during their first year. They anticipated that the characteristics most descriptive would be Communicating their knowledge skillfully and Challenging them to perform their best (Table 3.1). A fifth of the freshmen expected *75% or more* of their first-year faculty to Communicate their knowledge skillfully; half expected *50 to 74%* to do so. About a fourth of the freshmen expected *75% or more*, and 38% anticipated that *50 to 74%* would Challenge them to perform their best. Eighty percent of these incoming freshmen expected that *fewer than 25%* of their first-year faculty would Criticize or embarrass students in the classroom, and three-fourths anticipated that *fewer than 25%* would Present disorganized, superficial treatment of their material.

These same students as seniors reported how descriptive the same characteristics were of their faculty, both major and non-major, during their four years at the University.[7] Seniors indicated that

[7] Statistical comparisons were not made between responses of the two years since the freshmen were asked only about the faculty with whom they would interact during their first year.

the characteristic most descriptive of the faculty was Friendly; about a fourth reported that *75% or more* were Friendly, and 39% indicated that *50 to 74%* were. Thirteen percent reported that *75% or more* and 44% indicated that *50 to 74%* of the faculty Communicated their knowledge skillfully. A third of the seniors reported that *25 to 49%* of the faculty Communicated their knowledge skillfully, and a tenth stated that *fewer than 25%* had done so.

Most of the seniors (89%) reported that *fewer than 25%* of the faculty Criticized or embarrassed students in the classroom. A tenth indicated that *25 to 49%* had done so, and 1% (3 students) stated that *50 to 74%* of the faculty could be so described. Three-fourths of the seniors reported that *fewer than 25%* of their faculty had Presented disorganized, superficial treatment of their material, while a fifth indicated that *25 to 49%* had done so.

Seven percent of the seniors reported that *75% or more* and 29% indicated that *50 to 74%* of the faculty were Creative. Forty percent reported that *25 to 49%*, and 24% stated that *fewer than 25%* of the faculty were Creative. Four percent of the seniors indicated that *75% or more* of the faculty were Interested in them as individuals; 19% reported that *50 to 74%* could be so described. A fourth reported that *25 to 49%* and 51% stated that *fewer than 25%* of the faculty were Interested in them as individuals.



FELLOW STUDENTS

The students as incoming freshmen also indicated how descriptive five adjectives would be of the SUNY/B students with whom they would interact during their first year at the University. Most of the freshmen expected the majority of their fellow students in their first year to be Friendly and Competitive (Table 3.2). Thirty-seven percent expected *75% or more* to be Friendly, and half anticipated that *50 to 74%* would be. Thirty-six percent of the students anticipated *75% or more* and 42% expected *50 to 74%* of their fellow students in the first year to be Competitive. More than a third (36%) expected *fewer than 25%* to Cheat (academically), while 45% expected *25 to 49%* to do so.

The students as graduating seniors indicated how descriptive each of the same five adjectives had been of their fellow students at SUNY/B during the last four years.[8] The most descriptive characteristic was Competitive (Table 3.2). Thirty-nine percent reported that *75% or more* were Competitive and 41% indicated that *50 to 74%* could be so described. A fourth of the seniors indicated that *75% or more* and nearly twice as many (42%) reported that *50 to 74%* were Friendly. Forty-one percent stated that *fewer than 25%* Cheated (academically); 35% indicated that *25 to 49%* had done so. Twenty-two percent of the seniors reported that *75% or more* of their fellow students at the University were Apathetic.

[8]Statistical comparisons were not made between responses of the two years since the freshmen were asked only about the students with whom they could interact during their first year.

EFFECT OF EMPLOYMENT

Employment during the academic year can provide supplemental funds and a sense of personal accomplishment, but to what extent does the time and energy involved impinge upon academic efforts and social involvement? Seventy-two percent of the sample, 203 students, indicated that they had been employed during one or more academic years. For most, their employment generally had a *positive effect* on their personal development; about half reported that it had a *negative effect* on their Involvement in extracurricular activities. Eighty-four percent of those employed reported that their employment during the academic year had a *positive effect* on their Ability to relate well to others (Table 3.3). About three-fourths (71 to 77%) indicated that it had a *positive effect* on their:

Self-discipline
Self-confidence
Self-knowledge (strengths and weaknesses)
Ability to understand others' values and accept others' differences.

Very few indicated that their employment had a *negative effect* on any of these characteristics.

While employment during the academic year *had no effect* on the Career goals and preparation of half of those employed (53%), 36% reported a *positive effect*, while 10% indicated the effect to be *negative*. Thirty-seven percent of those employed said it had a *positive effect* on their Social lives, while 34% indicated it had *negative*. A third of those employed reported that their employment had a *negative effect* on their Academic pursuits; 23% reported a *positive effect*. Approximately half of those employed (54%) stated that it had a *negative effect* on their Involvement in extracurricular activities; 15% reported a *positive effect*.

CHAPTER V

# EDUCATIONAL, AESTHETIC, CIVIC, AND INTELLECTUAL DEVELOPMENT

In investigating the impact of the university on four important aspects of students' development, educational, aesthetic, civic, and intellectual, some assessment of their abilities and knowledge in these areas should be taken upon their entering and leaving the university.[9] One measure, the one used in this project, is their self-ratings. It is also instructive to find out how much of the change is attributed by the students to their university experience. In addition, the relative importance to the students of the various aspects of their development provides an indication of the extent to which their needs and desires have been fulfilled.

To assess these dimensions of the impact of their University experience, the sample, as freshmen and as seniors, answered three questions about various aspects of their educational, aesthetic, civic, and intellectual development. They indicated how <u>important</u> it was to them to possess each of the various abilities, attributes, and areas of knowledge listed in the Survey. The four-point response scale provided was: *not at all, slightly, moderately,* and *very.* They also <u>rated</u> their abilities, attributes, and knowledge in each area, using the response options: *poor, fair, good,* and *excellent.* As freshmen, they indicated how much they <u>expected</u> their university experience <u>to contribute</u> to increasing each of the listed abilities, attributes, and areas of knowledge; as seniors, they reported how much their university experience <u>had contributed</u> to each aspect of their development. The four-point response scale in each case was: *not at all, slightly, moderately,* and *greatly.*

## EDUCATIONAL DEVELOPMENT

The students' educational development was indicated by their responses to the three questions (importance, self-rating and contribution) about their knowledge in five broad areas:

Natural Sciences (chemistry, physics, biology, mathematics, astronomy, etc.)
Social Sciences (psychology, sociology, anthropology, education, etc.)
Humanities (philosophy, art, music, literature, religion, history, etc.)
Government, law, and politics
Business, industry, and economics.

As entering freshmen and as graduating seniors, most students

[9] The impact of the university experience on students' vocational development is discussed in Chapter V, and its impact on personal and social development is presented in *1980 College Student Perceptions; Four-Year Follow-Up of 1976 Freshmen; Part 2: Personal Factors, and Personal and Interpersonal Development.*

(76 to 85%) reported that possessing knowledge in each of the five areas was important to them (Table 4.1). Possessing knowledge in the Natural Sciences was slightly more important as freshmen than possessing knowledge in the other areas as freshmen (*very important* to 46%), but it was significantly less important to possess as seniors (*very important* to 33%).

Freshmen rated themselves highest in their knowledge of the Natural Sciences with 70% rating themselves as *good* or *excellent* (Table 4.2). About half the freshmen responded similarly relative to their knowledge of the Humanities and of the Social Sciences and a third did so regarding their knowledge of Business, industry, and economics, and of Government, law, and politics.

Self-ratings of knowledge of the Natural Sciences decreased for the sample in their senior year; 15% of the students as seniors rated their knowledge in that area as *poor*, while only 3% had done so as freshmen. Students, however, rated their knowledge of Social Sciences and of Business, industry, and economics higher as seniors than as freshmen. Two-thirds of the seniors rated their knowledge of Social Sciences as *good* or *excellent* (only 46% had done so as freshmen), and 45% of the seniors responded similarly regarding their knowledge of Business, industry, and economics (compared with 35% as freshmen).

Seniors' responses indicated that their university experience had contributed less than they expected as freshmen to each area of knowledge except the Social Sciences (Table 4.3). As freshmen, students expected their university experience to contribute the most to their knowledge of the Natural Sciences, 59% expected it to contribute *greatly* and a quarter expected the contribution to be *moderate*. In their senior year, only 40% reported that the contribution to increasing their knowledge in that area had been *great*, and 29% indicated that it had been *moderate*. Most of the freshmen (83%) expected their university experience to contribute *moderately* or *greatly* to their knowledge of the Social Sciences; 77% of the students as seniors indicated that it had done so. Freshmen, in general, had expected their university experience to contribute *moderately* to their knowledge in the three other areas, but their responses as seniors indicated that the contribution had been less than expected. In fact, 18 and 20%, respectively, of the seniors reported that their university experience had contributed *not at all* to their knowledge of Government, law, and politics, and of Business, industry, and economics. Substantially fewer students as freshmen (3 and 4%, respectively) had expected no contribution to their knowledge in these areas.

## AESTHETIC DEVELOPMENT

Most of the sample in their freshman (84%) and in their senior years (82%) indicated that Appreciation and enjoyment of art, music, poetry, literature, and dance was *moderately* or *very important* to possess (Table 4.4). Most (78%) as freshmen and as seniors rated

their Appreciation and enjoyment of these cultural arts as *good* or *excellent* (Table 4.5). Fewer students as seniors (61%) reported that their university experience had contributed *moderately* or *greatly* to their cultural development than had expected that degree of contribution as freshmen (73%). Fourteen percent of the seniors reported that their university experience had contributed *not at all* to their development in this area; only one percent of the students as freshmen had such limited expectations (Table 4.6).

## CIVIC DEVELOPMENT

The students were asked to consider two aspects of civic development: Awareness of societal conditions and problems and their Contribution to the alleviation of societal problems.

Both aspects were *moderately* or *very important* to most of the sample as freshmen and as seniors (Table 4.7). While the freshmen generally rated their Awareness of societal conditions and problems as *fair* or *good*, their self-ratings of this Awareness increased in their senior year with nearly twice as many students as seniors than as freshmen rating themselves *excellent* (11% to 21%). Students generally rated their Contribution to the alleviation of societal problems as *fair* or *good* as freshmen and as seniors (Table 4.8). As freshmen, the students had generally expected their university experience to contribute *moderately* to each aspect of their civic development (Table 4.9). Seniors' responses indicated that the experience had contributed less to each aspect than had been expected. Only 29% of the students, for instance, had expected their university experience to contribute *slightly* or *not at all* to their Contribution to the alleviation of societal problems; 56% as seniors, however, reported that limited a degree of contribution.

## INTELLECTUAL DEVELOPMENT

As freshmen, students indicated that each of the eight intellectual characteristics listed was important to possess; each was even more important to the students as seniors (Table 4.10). Students rated themselves higher as seniors than as freshmen in all eight aspects of intellectual development (Table 4.11), but their responses indicated that their university experience had contributed less to each than they had expected as freshmen (Table 4.12).

Openness to new ideas and experiences was most important to the sample as incoming freshmen; it was *very important* to possess for 64%. The abilities to Apply knowledge to new situations and to Express ideas orally were each *very important* to slightly more than half the students. Openness to new ideas and experiences was most important to seniors, *very important* to 79%. As seniors, two-thirds

or more (68 to 77%) of the students reported that it was *very important* to be able to:

Apply knowledge to new situations
Express ideas orally
Integrate information into a meaningful concept
Critically analyze information
Express ideas in writing.

As freshmen, these students rated themselves highest on their Openness to new ideas and experiences; 40% rated themselves as *excellent*. For five of the eight characteristics about 30% of the freshmen rated themselves *poor* or *fair*. These were the abilities to:

Critically analyze information
Recognize and accept complexity and ambiguity
Integrate information into a meaningful concept
Express ideas in writing
Make commitments to ideas.

Nearly half the freshmen (45%) rated their ability to Express ideas orally as *poor* or *fair*.

Self-ratings increased for all eight of the attributes and abilities by their senior year. Half the seniors rated themselves as *excellent* in their Openness to new ideas and experiences; a third responded similarly regarding their ability to Critically analyze information. There was a substantial decrease in the percentages reporting themselves as *poor* or *fair* in their abilities to:

Critically analyze information (31 to 15%)
Recognize and accept complexity and ambiguity (29 to 11%)
Integrate information into a meaningful concept (30 to 13%).

For several characteristics, however, at least 20% of the seniors rated themselves as *poor* or *fair*. These were the abilities to:

Express ideas in writing
Make commitments to ideas
Express ideas orally.

Freshmen had high expectations for the contribution of their university experience to increasing each of the eight intellectual abilities. Most (83 to 91%) expected it to contribute *moderately* or *greatly* to each. Seniors' responses indicated that their university experience had contributed less to each of their eight intellectual abilities and attributes than they had expected it would as freshmen, although 66 to 83% of the seniors did report that their university experience had contributed *moderately* or *greatly* in each area. In fact, 43% reported that it had contributed *greatly* to their Openness to new ideas and experiences, and 37% responded similarly relative to the ability to Critically analyze information.

A tenth of the seniors stated that their university experience had contributed *not at all* and a quarter reported a *slight* contribution to their abilities to Express ideas orally and to Make commitments to ideas. Seven percent said the experience had contributed *not at all* and 26% reported a *slight* contribution to their ability to Express ideas in writing.

CHAPTER VI

# CAREERS AND VOCATIONAL DEVELOPMENT

Career preparation is, of course, one of the important functions of a university. Career choices, their changes over the four years, and the reasons for the changes can be informative and interesting. The importance to the students of various aspects of their vocational development and a comparison of the expected and actual contributions of their university experience to each aspect is important in assessing the impact of the university on their career development.

## CAREERS

The students indicated their career choices, both as incoming freshmen and as graduating seniors. As entering freshmen, the most frequently selected choices were Engineer (chemical, electrical, metallurgical, and nuclear) and Physician (general or specialist); each was chosen by a tenth of the sample (Table 5.1). Nearly as many selected Physical Therapist, Nurse, Lawyer, and Accountant. As graduating seniors, the students' most frequently indicated choices were Engineer (chemical, electrical, metallurgical, and nuclear) and Nurse; each was chosen by nine percent of the sample. Several other choices were selected by at least five percent of the sample (15 students:

Administrator--business, government
Engineer--automotive, mechanical, mining, civil
Lawyer
Physical therapist.

Twelve seniors (4%) reported being undecided about a career choice.

Twenty-nine percent of the sample changed their prospective career choices by the second semester of their senior year. They indicated the importance of each of 10 reasons in their decisions to change to their most recent choice (Table 5.2). None was of much importance to the sample as a whole, although each was *moderately* or *very important* to some. Three were each reported to be *very important* by a fourth of the seniors:

Met people involved in the area of my current choice
Better job opportunities
Disliked the courses I was taking as preparation for my initial choice.

More than half of the students said that seven of the 10 reasons were *not important*. Two reasons were *not important* to at least 90% of those who changed choices:

Applied to department of first choice but did not get accepted
Did not apply to department of first choice because I did not expect to be accepted.

Seniors were generally satisfied with their current career choice; 56% were *very satisfied*, and 31% were *moderately satisfied* (Table 5.3). Four students were *moderately dissatisfied* and six students were *very dissatisfied.*

Graduating seniors also indicated in which fields they would like their eventual employment to be. Twenty-eight percent reported that they would like to be employed eventually in a Health-related field, 18% in Industry, and 16% in Business (Table 5.4).

VOCATIONAL DEVELOPMENT

Students were asked about two aspects of vocational development: Preparing for or developing/advancing in a specific career which I believe will be satisfying to me and Establishing a vocational goal or goals which I believe will be satisfying to me. Each was *very important* for most seniors to possess, with Establishing vocational goals more important to them as seniors than as freshmen (Table 5.5). The majority of students as freshmen rated themselves as *good* in each aspect of their vocational development; their self-ratings increased in their senior year with 38% rating themselves as *excellent* in their Preparation for a specific career and 36% responding similarly relative to Establishment of vocational goals (Table 5.6).

More than 90% of the freshmen had expected their university experience to contribute *moderately* (29%) or *greatly* (64%) in helping them Prepare for a specific career. As seniors, three-fourths of the students indicated a *moderate* (36%) or *great* (40%) contribution. Most of the freshmen had also expected their university experience to contribute *moderately* (33%) or *greatly* (56%) to the Establishment of their vocational goals. As seniors, two-thirds of the sample indicated a *moderate* (34%) or *great* (32%) contribution. Students' responses as seniors indicated that their experience had contributed less than they had expected to each aspect (Table 5.7).

## CHAPTER VII

## SUMMARY

The *1976 Freshman College Student Perceptions Survey (CSPS)* was administered by Student Testing and Research of the Division of Student Affairs to 1,639 incoming freshmen during the 1976 summer orientation program at the State University of New York at Buffalo (SUNY/B). In 1980, 606 of the original 1,639 who were attending the University and who had indicated during January registration that they planned to graduate in the spring of 1980 were identified. A follow-up *CSPS* was mailed to that group, and 280 (46%) responded. These 280 students comprise 17% of the 1,653 full-time seniors, continuers and transfers, with Approved Majors in four-year programs at the University in spring 1980, and they constitute the sample upon which this report is based.

The responses of the 280 seniors expecting to graduate in the spring of 1980 were compared with their responses as incoming freshmen in 1976. Most (96%) entered the University through the Regular Admissions Program, the remainder through the Educational Opportunity Program. Half the sample are women and half men; 41% were from the Eighth Judicial District, and 31% were from the Metropolitan New York City area. These students had generally performed well academically in high school and continued to do so at SUNY/B. They entered the University with a mean high school average of 90.5 and a range of 74.6 to 99.9. Their mean high school rank is the 89.3th percentile. Their Quality Point Average (QPA) for four years at SUNY/B ranges from 2.1 to 3.9 on a four-point scale, with a mean of 3.2.

As incoming freshmen, these students had positive attitudes about attending college; most were very enthusiastic and/or looking forward to attending. Preparation for a career was a *very important* reason for most of these students to attend college. Their personal and intellectual development were also very important; half or more of the freshmen reported each of the following to be *very important* in their decision to attend college:

Increased independence in thought and action
Increased ability to handle responsibility
Increased knowledge of self: strengths, weaknesses, and interests
Increased openness to ideas and experiences
Development of critical thinking and problem-solving skills.

Slightly more than half of the students as seniors intended to obtain Masters' degrees, 10% more than had intended to do so as freshmen. A fourth of the seniors were not sure if they would. A tenth of the students as freshmen and a tenth as seniors intended to obtain Doctorates, and the same percentage of the sample in each of the two years expected to obtain Law degrees. Seventeen percent of the students as freshmen intended to obtain Medical, dental, or veterinary degrees; 7% of the seniors intended to do so. Of the 162 seniors intending to obtain at least one postbaccalaureate degree, 28% intended to do so at SUNY/B, and 24% were not

sure if they would.

As entering freshmen, 83 (30%) students reported that they would most likely choose an undergraduate major in the Faculty of Health Sciences, 53 (19%) would select majors in the Faculty of Natural Sciences and Mathematics, and 45 (16%) would choose majors in the Faculty of Engineering and Applied Sciences. Fewer students indicated that they would likely choose majors in the other Faculties and Schools: 29 (10%) in Social Sciences, 27 (10%) in Management, 11 (4%) in Arts and Letters, 4 (1%) in Architecture and Environmental Design. Twenty-one (8%) were undecided.

As seniors, 55 (20%) students were planning to graduate with majors in the Faculty of Social Sciences, 53 (19%) in the Health Sciences Faculty, 48 (17%) in the Faculty of Engineering and Applied Sciences, and 45 (16%) in the School of Management. Fewer were graduating with majors in other Faculties or Schools: 25 (9%) in Natural Sciences and Mathematics, 19 (7%) in Arts and Letters, 6 (2%) in Architecture and Environmental Design, and 29 (10%) in double, special, or joint majors.

Comparison of intended major choices as freshmen and actual majors as graduating seniors indicates some interesting changes. While 31 students as freshmen intended to major in Biology, only 13 were graduating with that major; 25 freshmen intended to major in Physical Therapy, but only 15 seniors were doing so.

Most of the seniors reported that they were satisfied with their Academic experience at the University. A fourth were *very satisfied*, and 56% were *moderately satisfied*. Twenty-nine percent of the seniors were *very satisfied* with their Social experience at the University; 39% reported they were *moderately satisfied*. Fourteen percent stated that they were *very satisfied* and 41% reported that they were *moderately satisfied* with the Degree of initiative they took in establishing relationships with faculty; 13 and 36%, respectively, responded similarly regarding their Relationships with faculty. About a fifth of the seniors reported that they were *not satisfied* with each of the two latter experiences.

Most seniors (89%) reported that *fewer than 25%* of their faculty Criticized or embarrassed students in class. Three-fourths indicated that *fewer than 25%* of their faculty Presented disorganized or superficial treatment of their material. A fourth reported that *75% or more* of their faculty were Friendly, and 39% indicated that *50 to 74%* were. A third of the seniors, however, reported that only *25 to 49%* of the faculty Communicated their knowledge skillfully, and a tenth stated that *fewer than 25%* had done so. Half of the seniors reported that during their four years at the University, *fewer than 25%* of the faculty were Interested in them as individuals.

Eighty percent of the seniors reported that the majority of their fellow students were Competitive; 66% indicated that over half were Friendly. Only 41%, however, stated that *fewer than 25%* Cheated (academically), and 22% reported *75% or more* were Apathetic.

The majority of these students (72%) had been employed during at least one academic year. Their employment generally had a *positive effect* on their personal development and a *negative effect* on their Involvement in extracurricular activities. Most reported

that it had a *positive effect* on their:

Ability to relate well to others
Self-discipline
Self-confidence
Self-knowledge (strengths and weaknesses)
Ability to understand others' values and accept others' differences.

A third reported that their employment had a *negative effect* on their Academic pursuits, and 23% indicated a *positive effect.*

Entering freshmen reported that all 18 listed aspects of intellectual, educational, vocational, civic, and aesthetic development were important for them to possess. Each was indicated by at least three-fourths of the students to be *moderately* or *very important.* Preparation for or development/advancement in a specific career was most important to possess; it was *very important* to 69% of these freshmen. Openness to new ideas and experiences and Establishing a vocational goal or goals which they believe will be satisfying to them were each *very important* to possess for about two-thirds of the incoming freshmen. Two intellectual abilities, Application of knowledge to new situations and Expression of ideas orally, were each reported to be *very important* to possess by at least half the entering students. Even the characteristics of least importance to possess, their Contribution to the alleviation of societal problems and knowledge about Business, industry, and economics, were each *very important* to about a third of the freshmen and *moderately important* to nearly half.

As seniors, the students reported that the eight aspects of their intellectual development and the two dimensions of their vocational development were most important for them to possess of the 18 listed characteristics. Each was of more importance to the students as seniors than as freshmen, except Preparation for or development/advancement in a specific career which was most important of the 18 characteristics to entering freshmen and of the same level of importance to seniors, but relatively less important than some others. Openness to new ideas and experiences was the most important of the 18 characteristics to possess as seniors. It was *very important* to possess for 79% of the seniors. Three others nearly as important were:

Ability to apply knowledge to new situations
Ability to express ideas orally
Preparation for or development/advancement in a specific career.

Four others were each *very important* to possess for more than two-thirds of the graduating seniors:

Establishing a vocational goal or goals
Ability to integrate information into a meaningful concept
Ability to critically analyze information
Ability to express ideas in writing.

The least important of the 18 listed attributes and the only one to be of less importance to the students as seniors than as freshmen was knowledge about the Natural Sciences. It was *very important* to possess for 33% and *moderately important* to an additional 43% compared with 46 and 37% of the students as freshmen, respectively.

Entering students rated themselves highest in their Openness to new ideas and experiences and next highest in their Appreciation

and enjoyment of art, music, poetry, literature, and dance, followed by:

Preparation for or development/advancement in a specific career
Establishment of a vocational goal or goals
Ability to express ideas in writing.

Students, as freshmen, rated themselves lowest on their knowledge of Business, industry, and economics, and Government, law, and politics. For each about a fifth rated their knowledge as *poor*, and nearly half rated it as *fair*.

Students' self-ratings increased for 13 of the 18 listed attributes, abilities and areas of knowledge and decreased for one from their freshman to senior years. Self-ratings increased for each of the intellectual abilities and vocational characteristics, for their Awareness of societal conditions and problems, and for their knowledge of Social Sciences and Business, industry, and economics. Seniors rated their knowledge of the Natural Sciences lower than they had as freshmen.

Seniors rated highest their Openness to new ideas and experiences; half rated themselves as *excellent*. More than a third rated themselves as *excellent* in their:

Preparation for and development/advancement in a specific career
Appreciation and enjoyment of art, music, poetry, literature, and dance
Establishment of a vocational goal or goals
Ability to critically analyze information.

They rated themselves lowest on their:

Contribution to the alleviation of societal problems
Knowledge of government, law, and politics
Knowledge of business, industry, and economics.

For each about a fifth rated themselves as *poor*, and 46, 41, and 35%, respectively, rated themselves as *fair*.

Incoming freshmen had very high expectations of their university experience. They expected their university experience to contribute most to their vocational development and to their knowledge of Natural Sciences. Nearly two-thirds expected it to contribute *greatly* to their Preparation for or development/advancement in a specific career; 59% expected a great contribution to their knowledge of the Natural Sciences; and 56% expected it to contribute *greatly* to their Establishment of a vocational goal or goals. Half the students as freshmen expected their university experience to contribute *greatly* to their Openness to new ideas and experiences and to their ability to Apply knowledge to new situations. Even the areas in which the contribution was expected to be least, their Contribution to the alleviation of societal problems, 21% expected their university experience to contribute *greatly* and half expected it to contribute *moderately*.

The responses of seniors indicated that their university experience had contributed less than they had expected as freshmen to 17 of the 18 attributes, abilities, and areas of knowledge listed. In only one area, knowledge of the Social Sciences, did it contribute as much as had been expected.

Seniors reported that their university experience had contributed most to their Openness to new ideas and experiences; 43% stated that it had contributed *greatly* in that area. Forty percent responded similarly regarding the contribution to their:

Knowledge of the Social Sciences
Knowledge of the Natural Sciences
Preparation for or development/advancement in a specific career.

Slightly fewer, 37 and 34% reported that it had contributed *greatly* to their abilities to Critically analyze information and to Apply knowledge to new situations.

Seniors indicated that their university experience had contributed the least to their Contribution to the alleviation of societal problems; 21% stated that it had *not* contributed *at all* in this area, and 35% reported that it had contributed *slightly*. A fifth indicated that their university experience had *not* contributed *at all* to their knowledge of Government, law, and politics, and of Business, industry, and economics. An additional quarter to a third reported that the contribution in each area had been *slight*.

Most of the seniors (66 to 79%) reported that their university experience had contributed *moderately* or *greatly* to their Establishment of a vocational goal or goals, and to their abilities to:

Integrate information into a meaningful concept
Recognize and accept complexity and ambiguity
Express ideas orally
Express ideas in writing.

This research indicates that the university experience had a positive impact for most of the sample of 280 students studied. Most had been looking forward to attending college; preparation for a career and intellectual and personal development were the most important reasons given for attending. Most as seniors were satisfied with their academic and social experiences at the university, had performed well academically, were satisfied with their major and career choices, and had had positive interactions with their faculty and fellow students. Most had worked during at least one academic year and reported that their employment had had a positive effect on their personal development.

Of the 18 listed aspects of intellectual, educational, vocational, civic, and aesthetic development, vocational and intellectual development were attributed most importance by the students as incoming freshmen and as graduating seniors, and self-ratings of the numerous attributes and abilities in these areas increased between freshman and senior years. The majority of students reported that their university experience had contributed moderately or greatly to all but one of the 18 aspects of their development.

# APPENDIX

1980 SENIORS
TOTAL SAMPLE

## Table 1.0

DEMOGRAPHIC DATA

N= 280 [1]

| SEX | N | % |
|---|---|---|
| MEN | 141 | 50 |
| WOMEN | 139 | 50 |
| TOTAL | 280 | 100 |

| ADMISSION STATUS | N | % |
|---|---|---|
| REGULAR ADMISSIONS | 270 | 96 |
| EOP | 10 | 4 |
| TOTAL | 280 | 100 |

| AGE AS FRESHMEN | N | % |
|---|---|---|
| 16 | 2 | 1 |
| 17 | 76 | 27 |
| 18 | 187 | 67 |
| 19 | 4 | 1 |
| 20 | 1 | <1 |
| 29 | 1 | <1 |
| MISSING | 9 | 3 |
| TOTAL | 280 | 100 |

| GEOGRAPHIC AREA AS FRESHMEN [2] | N | % |
|---|---|---|
| 8TH JUDICIAL DISTRICT [3] | 116 | 41 |
| METROPOLITAN NEW YORK [4] | 86 | 31 |
| OTHER [5] | 67 | 24 |
| MISSING | 11 | 4 |
| TOTAL | 280 | 100 |

| PARENTAL INCOME AS FRESHMEN | N | % |
|---|---|---|
| UNDER $5000 | 9 | 3 |
| 5000 - 9999 | 16 | 6 |
| 10000 - 14999 | 70 | 25 |
| 15000 - 19999 | 56 | 20 |
| 20000 OR OVER | 112 | 40 |
| NO RESPONSE | 17 | 6 |
| TOTAL | 280 | 100 |

| MARITAL STATUS AS SENIORS | N | % |
|---|---|---|
| NEVER MARRIED & NOT ENGAGED | 233 | 83 |
| ENGAGED TO MARRY | 37 | 13 |
| MARRIED | 8 | 3 |
| SEPARATED | 0 | 0 |
| DIVORCED OR WIDOWED | 1 | <1 |
| NO RESPONSE | 1 | <1 |
| TOTAL | 280 | 100 |

| NO. OF CHILDREN AS SENIORS | N | % |
|---|---|---|
| ONE | 3 | 1 |
| TWO | 0 | 0 |
| THREE | 0 | 0 |
| FOUR OR MORE | 0 | 0 |
| NONE | 276 | 99 |
| NO RESPONSE | 1 | <1 |
| TOTAL | 280 | 100 |

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[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] DATA OBTAINED FROM ADMISSIONS AND RECORDS FILES.

[3] THE EIGHTH JUDICIAL DISTRICT (8TH JD) COUNTIES ARE: ALLEGHANY, CATTARAUGUS, CHAUTAUQUA, ERIE, GENESEE, NIAGARA, ORLEANS AND WYOMING.

[4] METROPOLITAN NEW YORK CITY INCLUDES: BRONX, KINGS, NASSAU, NEW YORK, QUEENS, RICHMOND, ROCKLAND, SUFFOLK AND WESTCHESTER COUNTIES.

[5] NEW YORK STATE COUNTIES OTHER THAN 8TH JUDICIAL DISTRICT AND METROPOLITAN NEW YORK CITY: ALBANY, BROOME, CAYUGA, CHEMUNG, CHENANGO, CLINTON, COLUMBIA, CORTLAND, DELAWARE, DUTCHESS, ESSEX, FRANKLIN, FULTON, GREENE, HAMILTON, HERKIMER, JEFFERSON, LEWIS, LIVINGSTON, MADISON, MONROE, MONTGOMERY, ONEIDA, ONONDAGA, ONTARIO, ORANGE, OSWEGO, OTSEGO, PUTNAM, RENSSELAER, SAINT LAWRENCE, SARATOGA, SCHENECTADY, SCHOHARIE, SCHUYLER, SENECA, STEUBEN, SULLIVAN, TIOGA, TOMPKINS, ULSTER, WARREN, WASHINGTON, WAYNE AND YATES.

1980 SENIORS
TOTAL SAMPLE

ACADEMIC DATA[1]

TABLE 1.1 FRESHMAN AND SENIOR YEARS N= 280[2]

| | FRESHMAN | | | SENIOR |
|---|---|---|---|---|
| | H.S. AVERAGE | H.S. RANK IN CLASS | RSE[3] | SUNY/B QPA[4] |
| | (N=260) | (N=255) | (N=250) | (N=265) |
| RANGE: HIGH | 99.9 | 99.0 | 271 | 3.9 |
| LOW | 74.6 | 29.0 | 86 | 2.1 |
| MEDIAN | 90.3 | 91.7 | 202 | 3.2 |
| MEAN | 90.5 | 89.5 | 197 | 3.2 |
| S.D. | 3.6 | 9.4 | 36.7 | .39 |

1 DATA FROM ADMISSIONS AND RECORDS FILES - NOT AVAILABLE FOR ALL MEMBERS OF THE SAMPLE.

2 NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

3 NEW YORK STATE REGENTS' SCHOLARSHIP EXAMINATION SCORE. RANGE: 0 TO 300. (SAT SCORES WERE AVAILABLE FOR ONLY 50% OF THE SAMPLE.)

4 FINAL QUALITY POINT AVERAGE

1980 SENIORS
TOTAL SAMPLE

SATISFACTION WITH
HIGH SCHOOL AND UNIVERSITY EXPERIENCES

TABLE 1.2 [1] N= 280

| EXPERIENCE | | RESPONSE N | RESPONSE % | DEGREE OF SATISFACTION: NOT SATISFIED N | NOT SATISFIED % | SLIGHTLY SATISFIED N | SLIGHTLY SATISFIED % | MODERATELY SATISFIED N | MODERATELY SATISFIED % | VERY SATISFIED N | VERY SATISFIED % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ACADEMIC EXPERIENCE [2] | H.S. | 278 | 99 | 8 | 3 | 24 | 9 | 151 | 54 | 95 | 34 | 3.20 | .71 |
| | UNIV. | 278 | 99 | 16 | 6 | 42 | 15 | 156 | 56 | 64 | 23 | 2.96* | .78 |
| SOCIAL EXPERIENCE | H.S. | 277 | 99 | 12 | 4 | 60 | 22 | 121 | 44 | 84 | 30 | 3.00 | .83 |
| | UNIV. | 277 | 99 | 27 | 10 | 62 | 22 | 108 | 39 | 80 | 29 | 2.87 | .94 |
| INITIATIVE IN FACULTY RELATIONSHIP | H.S. | 274 | 98 | 19 | 7 | 57 | 21 | 110 | 40 | 88 | 32 | 2.97 | .90 |
| | UNIV. | 274 | 98 | 48 | 18 | 77 | 28 | 112 | 41 | 37 | 14 | 2.50* | .93 |
| RELATIONSHIPS WITH FACULTY | H.S. | 278 | 99 | 6 | 2 | 55 | 20 | 117 | 42 | 100 | 36 | 3.12 | .79 |
| | UNIV. | 278 | 99 | 47 | 17 | 96 | 35 | 99 | 36 | 36 | 13 | 2.45* | .92 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "H.S.", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "UNIV.", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

ATTITUDE ABOUT ATTENDING
COLLEGE, AS FRESHMEN [1]

TABLE 1.3 N= 280

| ATTITUDE | FRESHMEN | |
|---|---|---|
| | N | % |
| I AM VERY ENTHUSIASTIC ABOUT ATTENDING COLLEGE. | 53 | 19 |
| I AM LOOKING FORWARD TO COLLEGE - IT MAY BE TOUGH, BUT THE REWARD WILL BE WORTH THE EFFORT. EVERYTHING CONSIDERED, THERE IS NOTHING ELSE I WOULD PREFER DOING. | 204 | 73 |
| THERE IS SOMETHING ELSE I WOULD PREFER TO DO, BUT I THINK COLLEGE IS NECESSARY, SO I WILL ATTEND. | 15 | 5 |
| I REALLY DON'T WANT TO ATTEND COLLEGE, BUT I DON'T KNOW WHAT ELSE I COULD DO THAT WOULD BE MORE SATISFACTORY. | 7 | 2 |
| NO RESPONSE | 1 | <1 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE TO SAMPLE AS FRESHMEN
OF 18 REASONS FOR ATTENDING COLLEGE

TABLE 1.4

[1]
N= 280

| REASON | RESPONSE | | IMPORTANCE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | NOT IMPORTANT | | SLIGHTLY IMPORTANT | | MODERATELY IMPORTANT | | VERY IMPORTANT | | | |
| | N | % | N | % | N | % | N | % | N | % | M | SD |
| CAREER PREPARATION | 278 | 99 | 0 | 0 | 7 | 3 | 27 | 10 | 244 | 88 | 3.85 | .42 |
| INCR INDEPENDENCE IN THOUGHT,ACTION | 279 | 99 | 3 | 1 | 29 | 10 | 88 | 32 | 159 | 57 | 3.44 | .72 |
| INCR ABILITY TO HANDLE RESPONSIBILITY | 279 | 99 | 3 | 1 | 31 | 11 | 88 | 32 | 157 | 56 | 3.43 | .73 |
| INCREASE IN KNOWLEDGE OF SELF | 275 | 98 | 5 | 2 | 32 | 12 | 78 | 28 | 160 | 58 | 3.43 | .77 |
| INCR OPENNESS TO IDEAS, EXPERIENCES | 280 | 100 | 4 | 1 | 28 | 10 | 94 | 34 | 154 | 55 | 3.42 | .73 |
| DEV CRITICAL THINKING,PROB-SOLV SKILLS | 279 | 99 | 3 | 1 | 46 | 16 | 91 | 33 | 139 | 50 | 3.31 | .78 |
| INCR OPENNESS IN INTERPER RELTNSHIPS | 279 | 99 | 3 | 1 | 38 | 14 | 107 | 38 | 131 | 47 | 3.31 | .74 |
| INCR UNDERSTANDING OF OTHERS | 279 | 99 | 8 | 3 | 42 | 15 | 121 | 43 | 108 | 39 | 3.18 | .79 |
| DEV OF TALENTS,CREATIVE ABILITIES | 278 | 99 | 9 | 3 | 60 | 22 | 101 | 36 | 108 | 39 | 3.11 | .85 |
| DEV OF PERSONAL STANDARDS,VALUES | 279 | 99 | 10 | 4 | 47 | 17 | 125 | 45 | 97 | 35 | 3.11 | .80 |
| INCR KNOWL HUMANITIES, SOC SCI, NAT SCI | 280 | 100 | 18 | 6 | 48 | 17 | 110 | 39 | 104 | 37 | 3.07 | .89 |
| DEV OF PHILOSOPHY OF LIFE | 280 | 100 | 19 | 7 | 58 | 21 | 97 | 35 | 106 | 38 | 3.04 | .93 |
| INCR AWARENESS,KNOWL OF SOCIAL ISSUES | 279 | 99 | 15 | 5 | 92 | 33 | 108 | 39 | 64 | 23 | 2.79 | .85 |
| ACQUIRE FINANCIAL INDEPENDENCE | 280 | 100 | 59 | 21 | 46 | 16 | 86 | 31 | 89 | 32 | 2.73 | 1.12 |
| STATUS ASSOCIATED WITH COLLEGE DEGREE | 278 | 99 | 83 | 30 | 98 | 35 | 62 | 22 | 35 | 13 | 2.18 | 1.00 |
| ENJOY SELF,DELAY RESPONSIBILITY OF VOC | 280 | 100 | 139 | 50 | 75 | 27 | 47 | 17 | 19 | 7 | 1.81 | .95 |
| "EVERYONE" EXPECTED ME TO ATTEND COLLEGE | 280 | 100 | 146 | 52 | 74 | 26 | 34 | 12 | 26 | 9 | 1.79 | .98 |
| LACK OF BETTER ALTERNATIVE | 280 | 100 | 210 | 75 | 48 | 17 | 10 | 4 | 12 | 4 | 1.37 | .75 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE TO SAMPLE AS FRESHMEN
OF 18 REASONS FOR ATTENDING COLLEGE

TABLE 1.4

[1] N= 280

| REASON | RESPONSE | | IMPORTANCE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | NOT IMPORTANT | | SLIGHTLY IMPORTANT | | MODERATELY IMPORTANT | | VERY IMPORTANT | | | |
| | N | % | N | % | N | % | N | % | N | % | M | SD |
| CAREER PREPARATION | 278 | 99 | 0 | 0 | 7 | 3 | 27 | 10 | 244 | 88 | 3.85 | .42 |
| INCR INDEPENDENCE IN THOUGHT,ACTION | 279 | 99 | 3 | 1 | 29 | 10 | 88 | 32 | 159 | 57 | 3.44 | .72 |
| INCR ABILITY TO HANDLE RESPONSIBILITY | 279 | 99 | 3 | 1 | 31 | 11 | 88 | 32 | 157 | 56 | 3.43 | .73 |
| INCREASE IN KNOWLEDGE OF SELF | 275 | 98 | 5 | 2 | 32 | 12 | 78 | 28 | 160 | 58 | 3.43 | .77 |
| INCR OPENNESS TO IDEAS, EXPERIENCES | 280 | 100 | 4 | 1 | 28 | 10 | 94 | 34 | 154 | 55 | 3.42 | .73 |
| DEV CRITICAL THINKING,PROB-SOLV SKILLS | 279 | 99 | 3 | 1 | 46 | 16 | 91 | 33 | 139 | 50 | 3.31 | .78 |
| INCR OPENNESS IN INTERPER RELTNSHIPS | 279 | 99 | 3 | 1 | 38 | 14 | 107 | 38 | 131 | 47 | 3.31 | .74 |
| INCR UNDERSTANDING OF OTHERS | 279 | 99 | 8 | 3 | 42 | 15 | 121 | 43 | 108 | 39 | 3.18 | .79 |
| DEV OF TALENTS,CREATIVE ABILITIES | 278 | 99 | 9 | 3 | 60 | 22 | 101 | 36 | 108 | 39 | 3.11 | .85 |
| DEV OF PERSONAL STANDARDS,VALUES | 279 | 99 | 10 | 4 | 47 | 17 | 125 | 45 | 97 | 35 | 3.11 | .80 |
| INCR KNOWL HUMANITIES, SOC SCI, NAT SCI | 280 | 100 | 18 | 6 | 48 | 17 | 110 | 39 | 104 | 37 | 3.07 | .89 |
| DEV OF PHILOSOPHY OF LIFE | 280 | 100 | 19 | 7 | 58 | 21 | 97 | 35 | 106 | 38 | 3.04 | .93 |
| INCR AWARENESS,KNOWL OF SOCIAL ISSUES | 279 | 99 | 15 | 5 | 92 | 33 | 108 | 39 | 64 | 23 | 2.79 | .85 |
| ACQUIRE FINANCIAL INDEPENDENCE | 280 | 100 | 59 | 21 | 46 | 16 | 86 | 31 | 89 | 32 | 2.73 | 1.12 |
| STATUS ASSOCIATED WITH COLLEGE DEGREE | 278 | 99 | 83 | 30 | 98 | 35 | 62 | 22 | 35 | 13 | 2.18 | 1.00 |
| ENJOY SELF,DELAY RESPONSIBILITY OF VOC | 280 | 100 | 139 | 50 | 75 | 27 | 47 | 17 | 19 | 7 | 1.81 | .95 |
| "EVERYONE" EXPECTED ME TO ATTEND COLLEGE | 280 | 100 | 146 | 52 | 74 | 26 | 34 | 12 | 26 | 9 | 1.79 | .98 |
| LACK OF BETTER ALTERNATIVE | 280 | 100 | 210 | 75 | 48 | 17 | 10 | 4 | 12 | 4 | 1.37 | .75 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

DATE SENIORS EXPECTED TO RECEIVE BACCALAUREATE

TABLE 1.5 N= 280[1]

| DEGREE | RESPONSE | | DATE DEGREE EXPECTED | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 6/1/80 | | 9/1/80 | | 2/1/81 | | 6/1/81 | | NOT SURE | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| BACCALAUREATE | 279 | 99 | 257 | 92 | 16 | 6 | 5 | 2 | 1 | <1 | 0 | 0 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

INTEND TO OBTAIN A POSTBACCALAUREATE
AS FRESHMEN AND AS SENIORS [1]

TABLE 1.6 N= 280

| DEGREE | | RESPONSE | | INTENTION: YES | | INTENTION: NO | | INTENTION: NOT SURE | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| MASTERS [2] | F | 274 | 98 | 120 | 44 | 40 | 15 | 114 | 42 |
| | S | 274 | 98 | 149 | 54 | 52 | 19 | 73 | 27 |
| DOCTORATE | F | 270 | 96 | 33 | 12 | 115 | 43 | 122 | 45 |
| | S | 270 | 96 | 28 | 10 | 155 | 57 | 87 | 32 |
| MEDICAL,DENTAL,VETERINARY | F | 268 | 96 | 45 | 17 | 189 | 71 | 34 | 13 |
| | S | 268 | 96 | 19 | 7 | 239 | 89 | 10 | 4 |
| LAW | F | 265 | 95 | 25 | 9 | 209 | 79 | 31 | 12 |
| | S | 265 | 95 | 24 | 9 | 217 | 82 | 24 | 9 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

1980 SENIORS
TOTAL SAMPLE

INTEND A POSTBACCALAUREATE FROM SUNY/B
AS FRESHMEN AND AS SENIORS [1]

TABLE 1.7 N= 280

| DEGREE | | RESPONSE | | INTENTION: YES | | INTENTION: NO | | INTENTION: NOT SURE | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| POSTBACCALAUREATE FROM SUNY/B [2] | F | 275 | 98 | 51 | 19 | 39 | 14 | 185 | 67 |
| | S | 275 | 98 | 55 | 20 | 135 | 49 | 85 | 31 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

1980 SENIORS
TOTAL SAMPLE

CROSSTABULATION OF FACULTY OF FRESHMAN INTENDED MAJOR WITH FACULTY OF SENIOR MAJOR [1]

TABLE 2.1 N= 280

| FACULTY/SCHOOL OF FRESHMAN INTENDED MAJOR | TOTAL IN FRESHMAN YEAR | FACULTY/SCHOOL OF SENIOR MAJOR | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | A/ED | A & L | ENGR | HS | MGMT | NS/M | SS | OTHER [2] |
| ARCHITECTURE & ENV. DESIGN | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ARTS AND LETTERS | 11 | 0 | 8 | 0 | 0 | 0 | 0 | 2 | 1 |
| ENGINEERING/APPLIED SCIENCES | 45 | 0 | 1 | 38 | 0 | 3 | 0 | 1 | 2 |
| HEALTH SCIENCES | 83 | 1 | 3 | 3 | 45 | 3 | 7 | 17 | 4 |
| MANAGEMENT | 27 | 0 | 1 | 0 | 0 | 25 | 0 | 0 | 1 |
| NATURAL SCIENCES/MATHEMATICS | 53 | 0 | 1 | 4 | 4 | 6 | 15 | 15 | 8 |
| SOCIAL SCIENCES | 29 | 0 | 4 | 0 | 0 | 4 | 0 | 14 | 7 |
| SPECIAL | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| UNDECIDED | 21 | 0 | 1 | 1 | 4 | 4 | 1 | 6 | 4 |
| NO RESPONSE | 4 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 1 |
| TOTAL IN SENIOR YEAR | | 6 | 19 | 48 | 53 | 45 | 25 | 55 | 29 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR COLLEGE STUDENT PERCEPTIONS SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] THE CATEGORY "OTHER" INCLUDES STUDENTS WHO INDICATED DOUBLE, SPECIAL OR JOINT MAJORS IN THE SENIOR YEAR.

NOTE: THE FIRST FIGURE IN EACH ROW INDICATES THE NUMBER OF INCOMING FRESHMEN WHO INTENDED A MAJOR IN THE FACULTY/SCHOOL LISTED ON THE LEFT. THE REMAINING EIGHT FIGURES OF EACH ROW INDICATE THE FACULTY/SCHOOL FROM WHICH THOSE STUDENTS WERE GRADUATING. FOR EXAMPLE AS INCOMING FRESHMEN, 11 STUDENTS INTENDED A MAJOR IN THE FACULTY OF ARTS AND LETTERS. AS GRADUATING SENIORS, EIGHT OF THESE 11 HAS A MAJOR IN THE ARTS AND LETTERS FACULTY, TWO HAD MAJORS IN THE FACULTY OF SOCIAL SCIENCES AND ONE HAD A DOUBLE,SPECIAL OR JOINT MAJOR. THE COLUMNS, EXCEPT FOR THE FIRST ONE, INDICATE FOR EACH FACULTY/SCHOOL ASSOCIATED WITH THE SENIORS' MAJORS, THE FACULTY/SCHOOL OF THE SENIORS' INTENDED MAJORS AS FRESHMEN. FOR EXAMPLE, OF THE 19 SENIORS WITH MAJORS IN ARTS AND LETTERS (LAST FIGURE IN THE SECOND COLUMN), AS FRESHMEN, EIGHT HAD INTENDED A MAJOR IN ARTS AND LETTERS, ONE IN ENGINEERING, THREE IN HEALTH SCIENCES, ETC.

1980 SENIORS
TOTAL SAMPLE

TABLE 2.2 — CHOICE OF MAJOR AS FRESHMEN AND AS SENIORS [1] — N=280

| FACULTIES, SCHOOLS AND MAJORS | FRESHMEN N | FRESHMEN % | SENIORS N | SENIORS % |
|---|---|---|---|---|
| **ARCHITECTURE AND ENVIRONMENTAL DESIGN** | | | | |
| ARCHITECTURE | | | 5 | 2 |
| ENVIRONMENTAL DESIGN | 4 | 1 | 1 | <1 |
| SUBTOTAL | 4 | 1 | 6 | 2 |
| **ARTS AND LETTERS** | | | | |
| AMERICAN STUDIES | 1 | <1 | 2 | 1 |
| ART | 2 | 1 | | |
| ART EDUCATION | | | 1 | <1 |
| ART HISTORY | | | 1 | <1 |
| FINE ARTS | | | 1 | <1 |
| STUDIO ART | | | 0 | 0 |
| CLASSICS | 0 | 0 | 1 | <1 |
| ENGLISH | 1 | <1 | 6 | 2 |
| MODERN LANGUAGES | | | | |
| FRENCH | 2 | 1 | 2 | 1 |
| GERMAN | 0 | 0 | 0 | 0 |
| ITALIAN | 1 | <1 | 0 | 0 |
| RUSSIAN | 0 | 0 | 0 | 0 |
| SPANISH | 0 | 0 | 3 | 1 |
| MUSIC | 4 | 1 | | |
| MUSIC | | | 0 | 0 |
| MUSIC EDUCATION | | | 0 | 0 |
| MUSIC PERFORMANCE | | | 1 | <1 |
| THEATRE | 0 | 0 | 1 | <1 |
| SUBTOTAL | 11 | 4 | 19 | 7 |
| **ENGINEERING AND APPLIED SCIENCES** | 45 | 16 | | |
| AERO-SPACE ENGINEERING | | | 1 | <1 |
| CHEMICAL ENGINEERING | | | 8 | 3 |
| CIVIL ENGINEERING | | | 9 | 3 |
| ELECTRICAL ENGINEERING | | | 13 | 5 |
| ENGINEERING SCIENCE | | | 3 | 1 |
| INDUSTRIAL ENGINEERING | | | 3 | 1 |
| MECHANICAL ENGINEERING | | | 8 | 3 |
| NUCLEAR ENGINEERING | | | 3 | 1 |
| SUBTOTAL | 45 | 16 | 48 | 17 |
| **HEALTH SCIENCES** | | | | |
| BIOCHEMICAL PHARMACOLOGY | 1 | <1 | 1 | <1 |
| BIOCHEMISTRY | 7 | 3 | 1 | <1 |
| HEALTH SCIENCE EDUCATION | | | 0 | 0 |
| MEDICAL TECHNOLOGY | 8 | 3 | 6 | 2 |
| MEDICINAL CHEMISTRY | 2 | 1 | 0 | 0 |
| NUCLEAR MEDICINE TECHNOLOGY | | | 0 | 0 |
| NURSING | 23 | 8 | 25 | 9 |
| OCCUPATIONAL THERAPY | 6 | 2 | 4 | 1 |
| PHARMACEUTICS | 0 | 0 | 0 | 0 |
| PHARMACY | 10 | 4 | 0 | 0 |
| PHYSICAL EDUCATION | 1 | <1 | 1 | <1 |
| PHYSICAL THERAPY | 25 | 9 | 15 | 5 |
| SUBTOTAL | 83 | 30 | 53 | 19 |
| **MANAGEMENT** | 27 | 10 | | |
| ACCOUNTING | | | 17 | 6 |
| BUSINESS ADMINISTRATION | | | 28 | 10 |
| SUBTOTAL | 27 | 10 | 45 | 16 |
| **NATURAL SCIENCES AND MATHEMATICS** | | | | |
| BIOLOGY | 31 | 11 | 13 | 5 |
| CHEMISTRY | 8 | 3 | 6 | 2 |
| COMPUTER SCIENCE | 7 | 3 | 4 | 1 |
| GEOLOGICAL SCIENCE | 0 | 0 | 1 | <1 |
| MATHEMATICS | 5 | 2 | 1 | <1 |
| MATHEMATICAL PHYSICS | | | 0 | 0 |
| MATHEMATICS-ECONOMICS | 1 | <1 | 0 | 0 |
| PHYSICS(AND ASTRONOMY) | 1 | <1 | 0 | 0 |
| STATISTICS | 0 | 0 | 0 | 0 |
| SUBTOTAL | 53 | 19 | 25 | 9 |
| **SOCIAL SCIENCES** | | | | |
| ANTHROPOLOGY | 2 | 1 | 5 | 2 |
| BLACK STUDIES | 0 | 0 | 0 | 0 |
| COMMUNICATIONS | | | 2 | 1 |
| COMMUNICATIVE DISORDERS & SCIENCE | | | 4 | 1 |
| ECONOMICS | 1 | <1 | 5 | 2 |
| GEOGRAPHY | 0 | 0 | 2 | 1 |
| HISTORY | 3 | 1 | 7 | 3 |
| LINGUISTICS | 0 | 0 | 0 | 0 |
| PHILOSOPHY | 0 | 0 | 1 | <1 |
| POLITICAL SCIENCE | 11 | 4 | 7 | 3 |
| PSYCHOLOGY | 6 | 2 | 12 | 4 |
| SOCIAL SCIENCES | | | 8 | 3 |
| SOCIAL WORK | 2 | 1 | | |
| SOCIOLOGY | 1 | <1 | 2 | 1 |
| SPEECH COMMUNICATION | 3 | 1 | | |
| SUBTOTAL | 29 | 11 | 55 | 20 |
| DOUBLE MAJOR | | | 18 | 6 |
| JOINT MAJOR | | | 11 | 4 |
| SPECIAL MAJOR | 3 | 1 | 0 | 0 |
| OTHER | | | 0 | 0 |
| UNDECIDED | 21 | 8 | | |
| NO RESPONSE | 4 | 1 | 0 | 0 |
| TOTAL | 280 | 100 | 280 | 100 |

NOTE: IF NO NUMBERS ARE LISTED FOR A PARTICULAR CHOICE OF MAJOR, THEN THIS CHOICE WAS NOT LISTED OR WAS NOT AVAILABLE AS A MAJOR IN 1976 OR IN 1980. FOR EXAMPLE, ARCHITECTURE WAS NOT AVAILABLE AS A MAJOR IN 1976. FOR ART, MUSIC, ENGINEERING AND MANAGEMENT, SPECIFIC MAJORS WITHIN THESE FIELDS WERE LISTED AS CHOICES IN 1980, INSTEAD OF THE GENERAL MAJOR LISTED IN 1976. PHARMACY IS A FIVE-YEAR PROGRAM, THEREFORE NO PHARMACY MAJORS WERE SURVEYED IN THIS FOUR-YEAR FOLLOWUP.

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

TIME OF FINAL CHOICE OF MAJOR

TABLE 2.3 N= 280[1]

| TIME | SENIORS N | SENIORS % |
|---|---|---|
| BEFORE ENTERING COLLEGE | 91 | 32 |
| FRESHMAN YEAR | 63 | 22 |
| SOPHOMORE YEAR | 94 | 34 |
| JUNIOR YEAR | 27 | 10 |
| SENIOR YEAR | 2 | 1 |
| NO RESPONSE | 3 | 1 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

NUMBER OF TIMES CHANGED MAJOR
SINCE ENTERING COLLEGE

TABLE 2.4 N= 280[1]

| FREQUENCY | SENIORS | |
|---|---|---|
| | N | % |
| ONCE | 81 | 29 |
| TWICE | 15 | 5 |
| MORE THAN TWICE | 13 | 5 |
| NO CHANGE | 168 | 60 |
| NO RESPONSE | 3 | 1 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE OF TEN FACTORS
IN DECISION TO CHANGE TO PRESENT MAJOR [1]

TABLE 2.5 N= 280

| FACTOR | RESPONSE [2] N | RESPONSE [3] % | IMPORTANCE: NOT IMPORTANT [4] N | NOT IMPORTANT [4] % | SLIGHTLY IMPORTANT [4] N | SLIGHTLY IMPORTANT [4] % | MODERATELY IMPORTANT [4] N | MODERATELY IMPORTANT [4] % | VERY IMPORTANT [4] N | VERY IMPORTANT [4] % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISLIKED COURSES IN INITIAL MAJOR | 106 | 38 | 29 | 27 | 19 | 18 | 22 | 21 | 36 | 34 | 2.61 | 1.21 |
| DIDN'T DO AS WELL AS EXPECTED IN COURSES | 106 | 38 | 40 | 38 | 10 | 9 | 14 | 13 | 42 | 40 | 2.55 | 1.34 |
| INTEREST THROUGH COURSE AND/OR TEACHER | 107 | 38 | 35 | 33 | 22 | 21 | 25 | 23 | 25 | 23 | 2.37 | 1.16 |
| MET PEOPLE INVOLVED IN AREA OF MAJOR | 107 | 38 | 53 | 50 | 20 | 19 | 13 | 12 | 21 | 20 | 2.02 | 1.18 |
| BETTER JOB OPPORTUNITIES | 106 | 38 | 70 | 66 | 8 | 8 | 11 | 10 | 17 | 16 | 1.76 | 1.16 |
| WANTED GREATER INTELLECTUAL CHALLENGE | 106 | 38 | 66 | 62 | 17 | 16 | 14 | 13 | 9 | 8 | 1.68 | 1.00 |
| ADVISEMENT, COUNSELING | 107 | 38 | 72 | 67 | 26 | 24 | 6 | 6 | 3 | 3 | 1.44 | .73 |
| INTEREST THROUGH EMPLOYMENT | 106 | 38 | 80 | 75 | 14 | 13 | 8 | 8 | 4 | 4 | 1.40 | .79 |
| DIDN'T EXPECT TO BE ACCEPTED INTO DEPT. | 104 | 37 | 88 | 85 | 6 | 6 | 3 | 3 | 7 | 7 | 1.32 | .82 |
| WASN'T ACCEPTED BY DEPT. OF FIRST CHOICE | 106 | 38 | 96 | 91 | 2 | 2 | 1 | 1 | 7 | 7 | 1.24 | .77 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] OF THE 280 SENIORS, 109 INDICATED THEY HAD CHANGED THEIR MAJOR AT LEAST ONCE. (SEE TABLE 2.4)

[3] PERCENTAGE OF THE SAMPLE WHO RESPONDED TO EACH FACTOR.

[4] PERCENTAGE OF STUDENTS WHO RESPONDED TO THE FACTOR AND INDICATED THIS OPTION.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE OF TEN FACTORS
IN DECISION TO CHANGE TO PRESENT MAJOR [1]

TABLE 2.5 N= 280

| FACTOR | RESPONSE [2] N | RESPONSE [3] % | IMPORTANCE [4] NOT IMPORTANT N | NOT IMPORTANT % | SLIGHTLY IMPORTANT N | SLIGHTLY IMPORTANT % | MODERATELY IMPORTANT N | MODERATELY IMPORTANT % | VERY IMPORTANT N | VERY IMPORTANT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISLIKED COURSES IN INITIAL MAJOR | 106 | 38 | 29 | 27 | 19 | 18 | 22 | 21 | 36 | 34 | 2.61 | 1.21 |
| DIDN'T DO AS WELL AS EXPECTED IN COURSES | 106 | 38 | 40 | 38 | 10 | 9 | 14 | 13 | 42 | 40 | 2.55 | 1.34 |
| INTEREST THROUGH COURSE AND/OR TEACHER | 107 | 38 | 35 | 33 | 22 | 21 | 25 | 23 | 25 | 23 | 2.37 | 1.16 |
| MET PEOPLE INVOLVED IN AREA OF MAJOR | 107 | 38 | 53 | 50 | 20 | 19 | 13 | 12 | 21 | 20 | 2.02 | 1.18 |
| BETTER JOB OPPORTUNITIES | 106 | 38 | 70 | 66 | 8 | 8 | 11 | 10 | 17 | 16 | 1.76 | 1.16 |
| WANTED GREATER INTELLECTUAL CHALLENGE | 106 | 38 | 66 | 62 | 17 | 16 | 14 | 13 | 9 | 8 | 1.68 | 1.00 |
| ADVISEMENT, COUNSELING | 107 | 38 | 72 | 67 | 26 | 24 | 6 | 6 | 3 | 3 | 1.44 | .73 |
| INTEREST THROUGH EMPLOYMENT | 106 | 38 | 80 | 75 | 14 | 13 | 8 | 8 | 4 | 4 | 1.40 | .79 |
| DIDN'T EXPECT TO BE ACCEPTED INTO DEPT. | 104 | 37 | 88 | 85 | 6 | 6 | 3 | 3 | 7 | 7 | 1.32 | .82 |
| WASN'T ACCEPTED BY DEPT. OF FIRST CHOICE | 106 | 38 | 96 | 91 | 2 | 2 | 1 | 1 | 7 | 7 | 1.24 | .77 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] OF THE 280 SENIORS, 109 INDICATED THEY HAD CHANGED THEIR MAJOR AT LEAST ONCE. (SEE TABLE 2.4)

[3] PERCENTAGE OF THE SAMPLE WHO RESPONDED TO EACH FACTOR.

[4] PERCENTAGE OF STUDENTS WHO RESPONDED TO THE FACTOR AND INDICATED THIS OPTION.

1980 SENIORS
TOTAL SAMPLE

SATISFACTION WITH CURRENT MAJOR CHOICE

TABLE 2.6 N= 280[1]

| DEGREE OF SATISFACTION | SENIORS | |
|---|---|---|
| | N | % |
| VERY SATISFIED | 141 | 50 |
| MODERATELY SATISFIED | 110 | 39 |
| MODERATELY DISSATISFIED | 18 | 6 |
| VERY DISSATISFIED | 10 | 4 |
| NO RESPONSE | 1 | <1 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

ANTICIPATED AND EVALUATED CHARACTERISTICS
OF SUNY/B FACULTY

TABLE 3.1 [1] N= 280

| FACULTY CHARACTERISTIC | | RESPONSE N | RESPONSE % | PROPORTION FOR WHOM CHARACTERISTIC IS DESCRIPTIVE: FEWER THAN 25% N | FEWER THAN 25% % | 25 TO 49% N | 25 TO 49% % | 50 TO 74% N | 50 TO 74% % | 75% OR MORE N | 75% OR MORE % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FRIENDLY [2] | F | 278 | 99 | 35 | 13 | 83 | 30 | 117 | 42 | 43 | 15 | 2.60 | .89 |
| | S | 278 | 99 | 33 | 12 | 73 | 26 | 109 | 39 | 63 | 23 | 2.73 | .94 |
| COMMUNICATE THEIR KNOWLEDGE SKILLFULLY | F | 279 | 99 | 14 | 5 | 72 | 26 | 142 | 51 | 51 | 18 | 2.82 | .78 |
| | S | 279 | 99 | 31 | 11 | 90 | 32 | 122 | 44 | 36 | 13 | 2.58* | .85 |
| OPEN-MINDED | F | 278 | 99 | 31 | 11 | 115 | 41 | 104 | 37 | 28 | 10 | 2.46 | .82 |
| | S | 278 | 99 | 35 | 13 | 118 | 42 | 94 | 34 | 31 | 11 | 2.44 | .85 |
| CHALLENGE YOU TO PERFORM YOUR BEST | F | 279 | 99 | 38 | 14 | 70 | 25 | 106 | 38 | 65 | 23 | 2.71 | .97 |
| | S | 279 | 99 | 67 | 24 | 92 | 33 | 91 | 33 | 29 | 10 | 2.29* | .95 |
| ENCOURAGE PARTICIPATION IN CLASS | F | 279 | 99 | 59 | 21 | 107 | 38 | 91 | 33 | 22 | 8 | 2.27 | .88 |
| | S | 279 | 99 | 63 | 23 | 103 | 37 | 88 | 32 | 25 | 9 | 2.27 | .91 |
| CREATIVE | F | 278 | 99 | 34 | 12 | 111 | 40 | 102 | 37 | 31 | 11 | 2.47 | .85 |
| | S | 278 | 99 | 66 | 24 | 112 | 40 | 81 | 29 | 19 | 7 | 2.19* | .88 |
| TREAT STUDENTS IMPERSONALLY | F | 277 | 99 | 60 | 22 | 93 | 34 | 79 | 29 | 45 | 16 | 2.39 | 1.00 |
| | S | 277 | 99 | 95 | 34 | 89 | 32 | 63 | 23 | 30 | 11 | 2.10* | 1.00 |
| INTERESTED IN YOU AS AN INDIVIDUAL | F | 279 | 99 | 151 | 54 | 80 | 29 | 34 | 12 | 14 | 5 | 1.68 | .87 |
| | S | 279 | 99 | 142 | 51 | 73 | 26 | 53 | 19 | 11 | 4 | 1.76 | .89 |
| PRESENTATION DISORGANIZED,SUPERFICIAL | F | 278 | 99 | 208 | 75 | 57 | 21 | 10 | 4 | 3 | 1 | 1.31 | .59 |
| | S | 278 | 99 | 209 | 75 | 56 | 20 | 11 | 4 | 2 | 1 | 1.30 | .58 |
| CRITICIZE/EMBARRASS STUDENTS IN CLASS | F | 279 | 99 | 222 | 80 | 44 | 16 | 11 | 4 | 2 | 1 | 1.26 | .56 |
| | S | 279 | 99 | 249 | 89 | 27 | 10 | 3 | 1 | 0 | 0 | 1.12* | .35 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

1980 SENIORS
TOTAL SAMPLE

ANTICIPATED AND EVALUATED CHARACTERISTICS
OF SUNY/B STUDENTS

TABLE 3.2 [1] N= 280

| STUDENT CHARACTERISTIC | | RESPONSE | | PROPORTION FOR WHOM CHARACTERISTIC IS DESCRIPTIVE: FEWER THAN 25% | | 25 TO 49% | | 50 TO 74% | | 75% OR MORE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| COMPETITIVE [2] | F | 275 | 98 | 8 | 3 | 53 | 19 | 116 | 42 | 98 | 36 | 3.11 | .81 |
| | S | 275 | 98 | 7 | 3 | 49 | 18 | 113 | 41 | 106 | 39 | 3.16 | .80 |
| FRIENDLY | F | 278 | 99 | 6 | 2 | 34 | 12 | 136 | 49 | 102 | 37 | 3.20 | .73 |
| | S | 278 | 99 | 18 | 6 | 77 | 28 | 116 | 42 | 67 | 24 | 2.83* | .87 |
| APATHETIC | F | 276 | 99 | 98 | 36 | 120 | 43 | 45 | 16 | 13 | 5 | 1.90 | .83 |
| | S | 276 | 99 | 40 | 14 | 79 | 29 | 95 | 34 | 62 | 22 | 2.65* | .98 |
| CREATIVE | F | 277 | 99 | 13 | 5 | 108 | 39 | 118 | 43 | 38 | 14 | 2.65 | .77 |
| | S | 277 | 99 | 54 | 19 | 126 | 45 | 86 | 31 | 11 | 4 | 2.19* | .79 |
| CHEATING (ACADEMIC) | F | 274 | 98 | 100 | 36 | 124 | 45 | 37 | 14 | 13 | 5 | 1.86 | .82 |
| | S | 274 | 98 | 113 | 41 | 97 | 35 | 38 | 14 | 26 | 9 | 1.92 | .96 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

EFFECT OF EMPLOYMENT DURING THE ACADEMIC YEAR
ON VARIOUS ASPECTS OF STUDENT LIFE

TABLE 3.3 N= 280 [1]

| ASPECTS | RESPONSE [2] N | RESPONSE [3] % | EFFECT REPORTED IN SENIOR YEAR: POSITIVE EFFECT [4] N | POSITIVE EFFECT [4] % | HAD NO EFFECT [4] N | HAD NO EFFECT [4] % | NEGATIVE EFFECT [4] N | NEGATIVE EFFECT [4] % |
|---|---|---|---|---|---|---|---|---|
| ABILITY TO RELATE WELL TO OTHERS | 203 | 72 | 171 | 84 | 31 | 15 | 1 | <1 |
| SELF-DISCIPLINE | 203 | 72 | 157 | 77 | 40 | 20 | 6 | 3 |
| SELF-CONFIDENCE | 203 | 72 | 154 | 76 | 47 | 23 | 2 | 1 |
| SELF-KNOWLEDGE | 203 | 72 | 146 | 72 | 56 | 28 | 1 | <1 |
| ABILITY TO UNDERSTAND OTHERS' VALUES | 202 | 72 | 143 | 71 | 57 | 28 | 2 | 1 |
| SOCIAL LIFE | 203 | 72 | 76 | 37 | 58 | 29 | 69 | 34 |
| CAREER GOALS, PREPARATION | 203 | 72 | 74 | 36 | 108 | 53 | 21 | 10 |
| ACADEMIC PURSUITS | 203 | 72 | 46 | 23 | 89 | 44 | 68 | 33 |
| INVOLVEMENT IN EXTRACURRICULAR ACTIVITY | 203 | 72 | 31 | 15 | 63 | 31 | 109 | 54 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] OF THE 280 SENIORS, 203 INDICATED THEY WERE EMPLOYED DURING THE ACADEMIC YEAR.

[3] PERCENTAGE OF THE SAMPLE WHO RESPONDED TO EACH ASPECT.

[4] PERCENTAGE OF STUDENTS WHO RESPONDED TO THIS ASPECT AND INDICATED THIS OPTION.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE TO STUDENTS OF POSSESSING
KNOWLEDGE IN FIVE AREAS, AS FRESHMEN AND AS SENIORS [1]

TABLE 4.1 N= 280

| AREA | | RESPONSE | | IMPORTANCE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | NOT IMPORTANT | | SLIGHTLY IMPORTANT | | MODERATELY IMPORTANT | | VERY IMPORTANT | | | |
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| GOVERNMENT,LAW,POLITICS [2] | F | 273 | 97 | 7 | 3 | 44 | 16 | 116 | 42 | 106 | 39 | 3.18 | .79 |
| | S | 273 | 97 | 7 | 3 | 33 | 12 | 132 | 48 | 101 | 37 | 3.20 | .74 |
| BUSINESS,INDUSTRY,ECONOMICS | F | 268 | 96 | 9 | 3 | 48 | 18 | 121 | 45 | 90 | 34 | 3.09 | .80 |
| | S | 268 | 96 | 7 | 3 | 42 | 16 | 113 | 42 | 106 | 40 | 3.19 | .79 |
| SOCIAL SCIENCES | F | 264 | 94 | 6 | 2 | 42 | 16 | 112 | 42 | 104 | 39 | 3.19 | .78 |
| | S | 264 | 94 | 7 | 3 | 39 | 15 | 122 | 46 | 96 | 36 | 3.16 | .77 |
| HUMANITIES | F | 272 | 97 | 1 | <1 | 54 | 20 | 111 | 41 | 106 | 39 | 3.18 | .75 |
| | S | 272 | 97 | 5 | 2 | 48 | 18 | 128 | 47 | 91 | 33 | 3.12 | .75 |
| NATURAL SCIENCES | F | 274 | 98 | 6 | 2 | 39 | 14 | 102 | 37 | 127 | 46 | 3.28 | .79 |
| | S | 274 | 98 | 10 | 4 | 56 | 20 | 117 | 43 | 91 | 33 | 3.05* | .82 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

SELF-RATING OF KNOWLEDGE IN FIVE AREAS
AS FRESHMEN AND AS SENIORS

TABLE 4.2 [1] N= 280

| AREA | | SELF-RATING | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | RESPONSE | | POOR | | FAIR | | GOOD | | EXCELLENT | | | |
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| SOCIAL SCIENCES [2] | F | 274 | 98 | 22 | 8 | 126 | 46 | 111 | 41 | 15 | 5 | 2.43 | .72 |
| | S | 274 | 98 | 15 | 5 | 73 | 27 | 139 | 51 | 47 | 17 | 2.80* | .78 |
| NATURAL SCIENCES | F | 275 | 98 | 9 | 3 | 74 | 27 | 140 | 51 | 52 | 19 | 2.85 | .75 |
| | S | 275 | 98 | 41 | 15 | 77 | 28 | 93 | 34 | 64 | 23 | 2.65* | .99 |
| HUMANITIES | F | 276 | 99 | 25 | 9 | 106 | 38 | 119 | 43 | 26 | 9 | 2.53 | .79 |
| | S | 276 | 99 | 20 | 7 | 101 | 37 | 117 | 42 | 38 | 14 | 2.63 | .81 |
| BUSINESS,INDUSTRY,ECONOMICS | F | 274 | 98 | 55 | 20 | 124 | 45 | 79 | 29 | 16 | 6 | 2.20 | .83 |
| | S | 274 | 98 | 56 | 20 | 95 | 35 | 90 | 33 | 33 | 12 | 2.36* | .94 |
| GOVERNMENT,LAW,POLITICS | F | 274 | 98 | 49 | 18 | 129 | 47 | 75 | 27 | 21 | 8 | 2.25 | .84 |
| | S | 274 | 98 | 48 | 18 | 113 | 41 | 86 | 31 | 27 | 10 | 2.34 | .88 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

EXPECTED AND EVALUATED CONTRIBUTION
OF UNIVERSITY EXPERIENCE TO FIVE AREAS OF KNOWLEDGE [1]

TABLE 4.3 N= 280

| AREA | RESPONSE | | CONTRIBUTION: NONE | | SLIGHT | | MODERATE | | GREAT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| SOCIAL SCIENCES [2] | F | 270 | 96 | 4 | 1 | 41 | 15 | 114 | 42 | 111 | 41 | 3.23 | .75 |
| | S | 270 | 96 | 11 | 4 | 49 | 18 | 101 | 37 | 109 | 40 | 3.14 | .85 |
| NATURAL SCIENCES | F | 265 | 95 | 5 | 2 | 37 | 14 | 67 | 25 | 156 | 59 | 3.41 | .80 |
| | S | 265 | 95 | 28 | 11 | 52 | 20 | 78 | 29 | 107 | 40 | 3.00* | 1.01 |
| HUMANITIES | F | 273 | 97 | 3 | 1 | 47 | 17 | 116 | 42 | 107 | 39 | 3.20 | .75 |
| | S | 273 | 97 | 20 | 7 | 80 | 29 | 104 | 38 | 69 | 25 | 2.81* | .90 |
| BUSINESS,INDUSTRY,ECONOMICS | F | 272 | 97 | 11 | 4 | 46 | 17 | 124 | 46 | 91 | 33 | 3.08 | .81 |
| | S | 272 | 97 | 55 | 20 | 70 | 26 | 65 | 24 | 82 | 30 | 2.64* | 1.11 |
| GOVERNMENT,LAW,POLITICS | F | 272 | 97 | 8 | 3 | 54 | 20 | 125 | 46 | 85 | 31 | 3.06 | .79 |
| | S | 272 | 97 | 48 | 18 | 86 | 32 | 78 | 29 | 60 | 22 | 2.55* | 1.02 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

SELF-RATING OF AESTHETIC INTEREST
AS FRESHMEN AND AS SENIORS

TABLE 4.5 [1] N= 280

| ASPECT | [2] | RESPONSE N | RESPONSE % | SELF-RATING: POOR N | POOR % | FAIR N | FAIR % | GOOD N | GOOD % | EXCELLENT N | EXCELLENT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| APPRECIATE/ENJOY ART,MUSIC,POETRY,ETC. | F | 270 | 96 | 9 | 3 | 51 | 19 | 114 | 42 | 96 | 36 | 3.10 | .82 |
| | S | 270 | 96 | 10 | 4 | 49 | 18 | 112 | 41 | 99 | 37 | 3.11 | .83 |

1 NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

2 IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

1980 SENIORS
TOTAL SAMPLE

EXPECTED AND EVALUATED CONTRIBUTION
OF UNIVERSITY EXPERIENCE TO AESTHETIC INTEREST

TABLE 4.6 [1] N= 280

| ASPECT | RESPONSE [2] | | CONTRIBUTION: NONE | | SLIGHT | | MODERATE | | GREAT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | M | SD |
| APPRECIATE/ENJOY ART,MUSIC,POETRY,ETC. F | 273 | 97 | 4 | 1 | 69 | 25 | 118 | 43 | 82 | 30 | 3.02 | .78 |
| APPRECIATE/ENJOY ART,MUSIC,POETRY,ETC. S | 273 | 97 | 38 | 14 | 71 | 26 | 97 | 36 | 67 | 25 | 2.71* | .99 |

1
NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

2
IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

*
MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE OF CIVIC DEVELOPMENT TO STUDENTS
AS FRESHMEN AND AS SENIORS

TABLE 4.7 [1] N= 280

| ASPECT | [2] | RESPONSE N | RESPONSE % | NOT IMPORTANT N | NOT IMPORTANT % | SLIGHTLY IMPORTANT N | SLIGHTLY IMPORTANT % | MODERATELY IMPORTANT N | MODERATELY IMPORTANT % | VERY IMPORTANT N | VERY IMPORTANT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AWARE OF SOCIETAL CONDITIONS,PROBLEMS | F | 269 | 96 | 3 | 1 | 32 | 12 | 128 | 48 | 106 | 39 | 3.25 | .70 |
| | S | 269 | 96 | 9 | 3 | 30 | 11 | 101 | 38 | 129 | 48 | 3.30 | .80 |
| CONTRIBUTE TO ALLEVIATION OF PROBLEMS | F | 273 | 97 | 5 | 2 | 56 | 21 | 127 | 47 | 85 | 31 | 3.07 | .76 |
| | S | 273 | 97 | 11 | 4 | 45 | 16 | 115 | 42 | 102 | 37 | 3.13 | .83 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

1980 SENIORS
TOTAL SAMPLE

SELF-RATING OF CIVIC DEVELOPMENT
AS FRESHMEN AND AS SENIORS

TABLE 4.8 [1] N= 280

| ASPECT | [2] | RESPONSE N | RESPONSE % | POOR N | POOR % | FAIR N | FAIR % | GOOD N | GOOD % | EXCELLENT N | EXCELLENT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AWARE OF SOCIETAL CONDITIONS,PROBLEMS | F | 275 | 98 | 9 | 3 | 90 | 33 | 145 | 53 | 31 | 11 | 2.72 | .70 |
| | S | 275 | 98 | 10 | 4 | 76 | 28 | 131 | 48 | 58 | 21 | 2.86* | .78 |
| CONTRIBUTE TO ALLEVIATION OF PROBLEMS | F | 269 | 96 | 27 | 10 | 146 | 54 | 82 | 30 | 14 | 5 | 2.31 | .72 |
| | S | 269 | 96 | 50 | 19 | 124 | 46 | 68 | 25 | 27 | 10 | 2.27 | .88 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

EXPECTED AND EVALUATED CONTRIBUTION
OF UNIVERSITY EXPERIENCE TO CIVIC DEVELOPMENT

TABLE 4.9

N= 280 [1]

| ASPECT | RESPONSE [2] | | CONTRIBUTION: NONE | | SLIGHT | | MODERATE | | GREAT | | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | | |
| AWARE OF SOCIETAL CONDITIONS,PROBLEMS | F | 269 | 96 | 2 | 1 | 51 | 19 | 138 | 51 | 78 | 29 | 3.09 | .71 |
| | S | 269 | 96 | 23 | 9 | 72 | 27 | 111 | 41 | 63 | 23 | 2.80* | .90 |
| CONTRIBUTE TO ALLEVIATION OF PROBLEMS | F | 268 | 96 | 6 | 2 | 72 | 27 | 135 | 50 | 55 | 21 | 2.89 | .74 |
| | S | 268 | 96 | 57 | 21 | 93 | 35 | 89 | 33 | 29 | 11 | 2.34* | .93 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE TO STUDENTS OF POSSESSING
INTELLECTUAL CHARACTERISTICS, AS FRESHMEN AND AS SENIORS [1]

TABLE 4.10 N= 280

| CHARACTERISTIC | | RESPONSE | | IMPORTANCE: NOT IMPORTANT | | SLIGHTLY IMPORTANT | | MODERATELY IMPORTANT | | VERY IMPORTANT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| OPEN TO NEW IDEAS & EXPERIENCES [2] | F | 267 | 95 | 0 | 0 | 11 | 4 | 85 | 32 | 171 | 64 | 3.60 | .57 |
| | S | 267 | 95 | 0 | 0 | 7 | 3 | 48 | 18 | 212 | 79 | 3.77* | .48 |
| APPLY KNOWLEDGE TO NEW SITUATIONS | F | 275 | 98 | 0 | 0 | 14 | 5 | 112 | 41 | 149 | 54 | 3.49 | .59 |
| | S | 275 | 98 | 0 | 0 | 2 | 1 | 62 | 23 | 211 | 77 | 3.76* | .44 |
| EXPRESS IDEAS ORALLY | F | 267 | 95 | 4 | 1 | 26 | 10 | 101 | 38 | 136 | 51 | 3.38 | .72 |
| | S | 267 | 95 | 0 | 0 | 5 | 2 | 57 | 21 | 205 | 77 | 3.75* | .47 |
| INTEGRATE INFO INTO MEANINGFUL CONCEPT | F | 273 | 97 | 2 | 1 | 18 | 7 | 126 | 46 | 127 | 47 | 3.38 | .64 |
| | S | 273 | 97 | 0 | 0 | 5 | 2 | 80 | 29 | 188 | 69 | 3.67* | .51 |
| CRITICALLY ANALYZE INFORMATION | F | 270 | 96 | 2 | 1 | 22 | 8 | 137 | 51 | 109 | 40 | 3.31 | .65 |
| | S | 270 | 96 | 0 | 0 | 9 | 3 | 74 | 27 | 187 | 69 | 3.66* | .54 |
| EXPRESS IDEAS IN WRITING | F | 273 | 97 | 5 | 2 | 27 | 10 | 118 | 43 | 123 | 45 | 3.32 | .72 |
| | S | 273 | 97 | 0 | 0 | 8 | 3 | 80 | 29 | 185 | 68 | 3.65* | .54 |
| RECOGNIZE,ACCEPT COMPLEXITY,AMBIGUITY | F | 274 | 98 | 0 | 0 | 42 | 15 | 128 | 47 | 104 | 38 | 3.23 | .69 |
| | S | 274 | 98 | 0 | 0 | 17 | 6 | 100 | 36 | 157 | 57 | 3.51* | .61 |
| MAKE COMMITMENTS TO IDEAS | F | 274 | 98 | 1 | <1 | 41 | 15 | 126 | 46 | 106 | 39 | 3.23 | .71 |
| | S | 274 | 98 | 3 | 1 | 21 | 8 | 115 | 42 | 135 | 49 | 3.39* | .68 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

SELF-RATING OF INTELLECTUAL ATTRIBUTES AND ABILITIES
AS FRESHMEN AND AS SENIORS

TABLE 4.11 [1] N= 280

| CHARACTERISTIC | | RESPONSE N | RESPONSE % | SELF-RATING: POOR N | POOR % | FAIR N | FAIR % | GOOD N | GOOD % | EXCELLENT N | EXCELLENT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OPEN TO NEW IDEAS & EXPERIENCES [2] | F | 272 | 97 | 1 | <1 | 30 | 11 | 132 | 49 | 109 | 40 | 3.28 | .67 |
| | S | 272 | 97 | 0 | 0 | 11 | 4 | 126 | 46 | 135 | 50 | 3.46* | .57 |
| CRITICALLY ANALYZE INFORMATION | F | 274 | 98 | 9 | 3 | 78 | 28 | 160 | 58 | 27 | 10 | 2.75 | .67 |
| | S | 274 | 98 | 0 | 0 | 42 | 15 | 139 | 51 | 93 | 34 | 3.19* | .68 |
| APPLY KNOWLEDGE TO NEW SITUATIONS | F | 274 | 98 | 3 | 1 | 56 | 20 | 178 | 65 | 37 | 14 | 2.91 | .61 |
| | S | 274 | 98 | 2 | 1 | 30 | 11 | 161 | 59 | 81 | 30 | 3.17* | .64 |
| RECOGNIZE,ACCEPT COMPLEXITY,AMBIGUITY | F | 270 | 96 | 5 | 2 | 74 | 27 | 157 | 58 | 34 | 13 | 2.81 | .66 |
| | S | 270 | 96 | 0 | 0 | 30 | 11 | 167 | 62 | 73 | 27 | 3.16* | .60 |
| INTEGRATE INFO INTO MEANINGFUL CONCEPT | F | 271 | 97 | 7 | 3 | 74 | 27 | 154 | 57 | 36 | 13 | 2.81 | .69 |
| | S | 271 | 97 | 0 | 0 | 35 | 13 | 159 | 59 | 77 | 28 | 3.15* | .62 |
| EXPRESS IDEAS IN WRITING | F | 271 | 97 | 18 | 7 | 58 | 21 | 139 | 51 | 56 | 21 | 2.86 | .82 |
| | S | 271 | 97 | 8 | 3 | 45 | 17 | 136 | 50 | 82 | 30 | 3.08* | .76 |
| MAKE COMMITMENTS TO IDEAS | F | 272 | 97 | 5 | 2 | 79 | 29 | 151 | 56 | 37 | 14 | 2.81 | .68 |
| | S | 272 | 97 | 2 | 1 | 53 | 19 | 154 | 57 | 63 | 23 | 3.02* | .67 |
| EXPRESS IDEAS ORALLY | F | 273 | 97 | 20 | 7 | 105 | 38 | 121 | 44 | 27 | 10 | 2.57 | .77 |
| | S | 273 | 97 | 7 | 3 | 54 | 20 | 146 | 53 | 66 | 24 | 2.99* | .74 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

EXPECTED AND EVALUATED CONTRIBUTION
OF UNIVERSITY EXPERIENCE TO INTELLECTUAL DEVELOPMENT

TABLE 4.12 [1] N= 280

| CHARACTERISTIC [2] | | RESPONSE N | RESPONSE % | CONTRIBUTION NONE N | NONE % | SLIGHT N | SLIGHT % | MODERATE N | MODERATE % | GREAT N | GREAT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CRITICALLY ANALYZE INFORMATION | F | 269 | 96 | 1 | <1 | 25 | 9 | 117 | 43 | 126 | 47 | 3.37 | .66 |
| | S | 269 | 96 | 4 | 1 | 41 | 15 | 125 | 46 | 99 | 37 | 3.19* | .74 |
| OPEN TO NEW IDEAS AND EXPERIENCES | F | 271 | 97 | 3 | 1 | 20 | 7 | 107 | 39 | 141 | 52 | 3.42 | .68 |
| | S | 271 | 97 | 13 | 5 | 42 | 15 | 100 | 37 | 116 | 43 | 3.18* | .86 |
| APPLY KNOWLEDGE TO NEW SITUATIONS | F | 263 | 94 | 2 | 1 | 23 | 9 | 109 | 41 | 129 | 49 | 3.39 | .66 |
| | S | 263 | 94 | 7 | 3 | 45 | 17 | 121 | 46 | 90 | 34 | 3.12* | .78 |
| INTEGRATE INFO INTO MEANINGFUL CONCEPT | F | 271 | 97 | 2 | 1 | 29 | 11 | 118 | 44 | 122 | 45 | 3.33 | .69 |
| | S | 271 | 97 | 5 | 2 | 50 | 18 | 131 | 48 | 85 | 31 | 3.09* | .75 |
| RECOGNIZE,ACCEPT COMPLEXITY,AMBIGUITY | F | 270 | 96 | 5 | 2 | 35 | 13 | 132 | 49 | 98 | 36 | 3.20 | .73 |
| | S | 270 | 96 | 8 | 3 | 55 | 20 | 128 | 47 | 79 | 29 | 3.03* | .78 |
| EXPRESS IDEAS ORALLY | F | 270 | 96 | 4 | 1 | 31 | 11 | 128 | 47 | 107 | 40 | 3.25 | .71 |
| | S | 270 | 96 | 27 | 10 | 62 | 23 | 104 | 39 | 77 | 29 | 2.86* | .95 |
| EXPRESS IDEAS IN WRITING | F | 270 | 96 | 3 | 1 | 25 | 9 | 129 | 48 | 113 | 42 | 3.30 | .68 |
| | S | 270 | 96 | 20 | 7 | 71 | 26 | 110 | 41 | 69 | 26 | 2.84* | .89 |
| MAKE COMMITMENTS TO IDEAS | F | 263 | 94 | 4 | 2 | 42 | 16 | 136 | 52 | 81 | 31 | 3.12 | .72 |
| | S | 263 | 94 | 25 | 10 | 66 | 25 | 125 | 48 | 47 | 18 | 2.74* | .86 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

TABLE 5.1 CHOICE OF CAREER AS FRESHMEN AND AS SENIORS

N=280[1]

| CAREERS | FRESHMEN N | FRESHMEN % | SENIORS N | SENIORS % |
|---|---|---|---|---|
| ACCOUNTANT | 21 | 8 | 11 | 4 |
| ACTOR, STAGE DIRECTOR | 0 | 0 | 0 | 0 |
| ACTUARY | 0 | 0 | 0 | 0 |
| ADMINISTRATOR - BUSINESS, GOVERNMENT | 3 | 1 | 18 | 7 |
| ADMINISTRATOR - EDUCATION, HEALTH | 1 | <1 | 3 | 1 |
| ANTHROPOLOGIST | 1 | <1 | 2 | 1 |
| ARCHITECT | 4 | 1 | 5 | 2 |
| ARTIST | 1 | <1 | 0 | 0 |
| ATHLETE, COACH, TRAINER | 0 | 0 | 0 | 0 |
| BANKER, FINANCIAL ANALYST | 0 | 0 | 6 | 2 |
| BIOLOGIST,BIOCHEMIST,BOTANIST,ZOOLOGIST | 6 | 2 | 1 | <1 |
| BUYER, SALESPERSON | 0 | 0 | 1 | <1 |
| CHEMIST | 2 | 1 | 3 | 1 |
| CLERGY, MISSIONARY, THEOLOGIAN | 1 | <1 | 4 | 1 |
| COMMUNICATIONS | 1 | <1 | 3 | 1 |
| COMPUTER PROGRAMMER, SYSTEMS ANALYST | 10 | 4 | 10 | 4 |
| COUNSELOR | 2 | 1 | 2 | 1 |
| DENTIST | 6 | 2 | 3 | 1 |
| DESIGNER | 0 | 0 | 0 | 0 |
| DIETICIAN | 0 | 0 | 0 | 0 |
| DIPLOMAT, FOREIGN SERVICE WORKER | 1 | <1 | 0 | 0 |
| ECOLOGIST | 0 | 0 | 0 | 0 |
| ECONOMIST | 0 | 0 | 2 | 1 |
| ENGINEER-CHEM,ELEC,NUCLEAR,AERO,METAL | 29 | 10 | 25 | 9 |
| ENGINEER-AUTO,MECH,MINING,CIVIL | 13 | 5 | 17 | 6 |
| ENGINEER - INDUSTRIAL | 1 | <1 | 3 | 1 |
| FORESTER,RANCHER,FARMER,CONSERVATIONIST | 1 | <1 | 2 | 1 |
| GEOGRAPHER | 0 | 0 | 0 | 0 |
| GEOLOGIST | 0 | 0 | 1 | <1 |
| HOME ECONOMIST | 0 | 0 | 0 | 0 |
| HOMEMAKER | 0 | 0 | 1 | <1 |
| INTERIOR DECORATOR | 0 | 0 | 0 | 0 |
| LANGUAGE INTERPRETER,TRANSLATOR,LINGUIST | 2 | 1 | 0 | 0 |
| LAW ENFORCEMENT OFFICER | 1 | <1 | 0 | 0 |
| LAWYER | 21 | 8 | 17 | 6 |
| LIBRARIAN | 0 | 0 | 2 | 1 |
| MATHEMATICIAN, STATISTICIAN | 1 | <1 | 1 | <1 |
| MEDICAL TECHNICIAN | 7 | 3 | 3 | 1 |
| MILITARY OFFICER | 0 | 0 | 2 | 1 |
| MUSICIAN | 3 | 1 | 2 | 1 |
| NURSE | 23 | 8 | 24 | 9 |
| OCCUPATIONAL THERAPIST | 5 | 2 | 4 | 1 |
| OSTEOPATH, CHIROPRACTOR, OPTOMETRIST | 2 | 1 | 2 | 1 |
| PATHOLOGIST | 0 | 0 | 0 | 0 |
| PHARMACIST, PHARMACOLOGIST | 10 | 4 | 2 | 1 |
| PHILOSOPHER | 0 | 0 | 1 | <1 |
| PHYSICAL THERAPIST | 25 | 9 | 15 | 5 |
| PHYSICIAN (GENERAL OR SPECIALIST) | 27 | 10 | 10 | 4 |
| PHYSICIST, ASTRONOMER | 0 | 0 | 0 | 0 |
| PHYSIOLOGIST, BACTERIOLOGIST | 0 | 0 | 0 | 0 |
| PILOT | 1 | <1 | 0 | 0 |
| POLITICIAN | 1 | <1 | 3 | 1 |
| PSYCHOLOGIST, PSYCHIATRIST | 4 | 1 | 4 | 1 |
| PUBLISHER, EDITOR | 0 | 0 | 1 | <1 |
| PUBLIC RELATIONS, PERSONNEL[2] | | | 7 | 3 |
| RESEARCHER | 3 | 1 | 2 | 1 |
| SECRETARY, OFFICE WORKER | 0 | 0 | 0 | 0 |
| SKILLED CRAFTSMAN | 0 | 0 | 0 | 0 |
| SOCIAL WORKER | 2 | 1 | 7 | 3 |
| SOCIOLOGIST | 1 | <1 | 1 | <1 |
| SPEECH THERAPIST, AUDIOLOGIST | 2 | 1 | 4 | 1 |
| TEACHER, PROFESSOR | 7 | 3 | 11 | 4 |
| TECHNICIAN- X-RAY, LAB, THEATRICAL, ETC. | 0 | 0 | 3 | 1 |
| VETERINARIAN | 2 | 1 | 1 | <1 |
| WRITER | 1 | <1 | 2 | 1 |
| OTHER[2] | | | 10 | 4 |
| UNDECIDED | 22 | 8 | 12 | 4 |
| NO RESPONSE | 3 | 1 | 4 | 1 |
| TOTAL | 280 | 100 | 280 | 100 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] THIS CHOICE WAS NOT LISTED AS A CAREER CHOICE IN THE 1976 SURVEY.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE OF TEN FACTORS
IN DECISION TO CHANGE TO PRESENT CAREER

TABLE 5.2 [1] N= 280

| FACTOR | RESPONSE [2] N | RESPONSE [3] % | IMPORTANCE [4] NOT IMPORTANT N | NOT IMPORTANT % | SLIGHTLY IMPORTANT N | SLIGHTLY IMPORTANT % | MODERATELY IMPORTANT N | MODERATELY IMPORTANT % | VERY IMPORTANT N | VERY IMPORTANT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MET PEOPLE INVOLVED IN AREA OF CAREER | 77 | 27 | 21 | 27 | 20 | 26 | 16 | 21 | 20 | 26 | 2.45 | 1.15 |
| BETTER JOB OPPORTUNITIES | 78 | 28 | 29 | 37 | 13 | 17 | 17 | 22 | 19 | 24 | 2.33 | 1.21 |
| DISLIKED COURSES FOR INITIAL CAREER CHOICE | 79 | 28 | 34 | 43 | 15 | 19 | 9 | 11 | 21 | 27 | 2.22 | 1.25 |
| INTEREST THROUGH COURSE AND/OR TEACHER | 81 | 29 | 41 | 51 | 13 | 16 | 11 | 14 | 16 | 20 | 2.02 | 1.20 |
| WANTED GREATER INTELLECTUAL CHALLENGE | 78 | 28 | 41 | 53 | 14 | 18 | 11 | 14 | 12 | 15 | 1.92 | 1.13 |
| DIDN'T DO AS WELL AS EXPECTED IN COURSES | 77 | 27 | 46 | 60 | 7 | 9 | 9 | 12 | 15 | 19 | 1.91 | 1.22 |
| INTEREST THROUGH EMPLOYMENT | 79 | 28 | 48 | 61 | 12 | 15 | 5 | 6 | 14 | 18 | 1.81 | 1.16 |
| ADVISEMENT, COUNSELING | 79 | 28 | 52 | 66 | 17 | 22 | 6 | 8 | 4 | 5 | 1.52 | .84 |
| DIDN'T EXPECT TO BE ACCEPTED INTO DEPT. | 78 | 28 | 70 | 90 | 3 | 4 | 4 | 5 | 1 | 1 | 1.18 | .57 |
| WASN'T ACCEPTED BY DEPT. OF FIRST CHOICE | 77 | 27 | 74 | 96 | 1 | 1 | 1 | 1 | 1 | 1 | 1.08 | .42 |

1
NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

2
NUMBER OF STUDENTS WHO INDICATED A CHANGE IN CAREER DURING COLLEGE AND RESPONDED TO THIS ITEM.

3
PERCENTAGE OF THE SAMPLE WHO RESPONDED TO EACH FACTOR.

4
PERCENTAGE OF STUDENTS WHO RESPONDED TO THE FACTOR AND INDICATED THIS OPTION.

1980 SENIORS
TOTAL SAMPLE

SATISFACTION WITH CURRENT CAREER CHOICE

TABLE 5.3 N= 280[1]

| DEGREE OF SATISFACTION | SENIORS | |
|---|---|---|
| | N | % |
| VERY SATISFIED | 156 | 56 |
| MODERATELY SATISFIED | 86 | 31 |
| MODERATELY DISSATISFIED | 4 | 1 |
| VERY DISSATISFIED | 6 | 2 |
| STILL UNDECIDED ON CAREER CHOICE | 23 | 8 |
| NO RESPONSE | 5 | 2 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

DESIRED FIELD OF
EVENTUAL EMPLOYMENT

TABLE 5.4 N= 280[1]

| EMPLOYMENT FIELD | SENIORS | |
|---|---|---|
| | N | % |
| HEALTH RELATED | 79 | 28 |
| INDUSTRY | 50 | 18 |
| BUSINESS | 46 | 16 |
| SOCIAL SERVICE | 19 | 7 |
| EDUCATION | 17 | 6 |
| GOVERNMENT AGENCY | 17 | 6 |
| UNDECIDED | 15 | 5 |
| LAW | 12 | 4 |
| FINE AND PERFORMING ARTS | 9 | 3 |
| OTHER | 6 | 2 |
| GOVERNMENT (POLITICS) | 4 | 1 |
| NON-PROFIT ORGANIZATION | 3 | 1 |
| NO RESPONSE | 3 | 1 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

DESIRED FIELD OF
EVENTUAL EMPLOYMENT [1]

TABLE 5.4 N= 280

| EMPLOYMENT FIELD | SENIORS | |
|---|---|---|
| | N | % |
| HEALTH RELATED | 79 | 28 |
| INDUSTRY | 50 | 18 |
| BUSINESS | 46 | 16 |
| SOCIAL SERVICE | 19 | 7 |
| EDUCATION | 17 | 6 |
| GOVERNMENT AGENCY | 17 | 6 |
| UNDECIDED | 15 | 5 |
| LAW | 12 | 4 |
| FINE AND PERFORMING ARTS | 9 | 3 |
| OTHER | 6 | 2 |
| GOVERNMENT (POLITICS) | 4 | 1 |
| NON-PROFIT ORGANIZATION | 3 | 1 |
| NO RESPONSE | 3 | 1 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

1980 SENIORS
TOTAL SAMPLE

IMPORTANCE OF VOCATIONAL DEVELOPMENT TO STUDENTS
AS FRESHMEN AND AS SENIORS

TABLE 5.5 [1] N= 280

| ASPECT | | RESPONSE N | RESPONSE % | IMPORTANCE: NOT IMPORTANT N | NOT IMPORTANT % | SLIGHTLY IMPORTANT N | SLIGHTLY IMPORTANT % | MODERATELY IMPORTANT N | MODERATELY IMPORTANT % | VERY IMPORTANT N | VERY IMPORTANT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PREPARE FOR A SPECIFIC CAREER [2] | F | 274 | 98 | 2 | 1 | 11 | 4 | 72 | 26 | 189 | 69 | 3.64 | .60 |
| | S | 274 | 98 | 3 | 1 | 6 | 2 | 60 | 22 | 205 | 75 | 3.70 | .56 |
| ESTABLISH VOCATIONAL GOAL(S) | F | 274 | 98 | 3 | 1 | 12 | 4 | 81 | 30 | 178 | 65 | 3.58 | .63 |
| | S | 274 | 98 | 2 | 1 | 7 | 3 | 68 | 25 | 197 | 72 | 3.68* | .56 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

SELF-RATING OF VOCATIONAL DEVELOPMENT
AS FRESHMEN AND AS SENIORS

TABLE 5.6 N= 280[1]

| ASPECT | RESPONSE | | SELF-RATING: POOR | | FAIR | | GOOD | | EXCELLENT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| PREPARE FOR A SPECIFIC CAREER[2] | F | 273 | 97 | 6 | 2 | 49 | 18 | 158 | 58 | 60 | 22 | 3.00 | .70 |
| | S | 273 | 97 | 8 | 3 | 38 | 14 | 122 | 45 | 105 | 38 | 3.19* | .78 |
| ESTABLISH VOCATIONAL GOAL(S) | F | 275 | 98 | 7 | 3 | 53 | 19 | 151 | 55 | 64 | 23 | 2.99 | .73 |
| | S | 275 | 98 | 7 | 3 | 44 | 16 | 125 | 45 | 99 | 36 | 3.15* | .77 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

EXPECTED AND EVALUATED CONTRIBUTION
OF UNIVERSITY EXPERIENCE TO VOCATIONAL DEVELOPMENT

TABLE 5.7 [1] N= 280

| ASPECT | RESPONSE | | CONTRIBUTION: NONE | | SLIGHT | | MODERATE | | GREAT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | N | % | M | SD |
| PREPARE FOR A SPECIFIC CAREER [2] | F | 265 | 95 | 1 | <1 | 17 | 6 | 78 | 29 | 169 | 64 | 3.57 | .63 |
| | S | 265 | 95 | 20 | 8 | 44 | 17 | 96 | 36 | 105 | 40 | 3.08* | .93 |
| ESTABLISH VOCATIONAL GOAL(S) | F | 270 | 96 | 2 | 1 | 29 | 11 | 89 | 33 | 150 | 56 | 3.43 | .71 |
| | S | 270 | 96 | 29 | 11 | 62 | 23 | 93 | 34 | 86 | 32 | 2.87* | .98 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.

1980 SENIORS
TOTAL SAMPLE

EXPECTED AND EVALUATED CONTRIBUTION
OF UNIVERSITY EXPERIENCE TO VOCATIONAL DEVELOPMENT [1]

TABLE 5.7 N= 280

| ASPECT | | RESPONSE N | RESPONSE % | CONTRIBUTION NONE N | NONE % | SLIGHT N | SLIGHT % | MODERATE N | MODERATE % | GREAT N | GREAT % | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PREPARE FOR A SPECIFIC CAREER [2] | F | 265 | 95 | 1 | <1 | 17 | 6 | 78 | 29 | 169 | 64 | 3.57 | .63 |
| | S | 265 | 95 | 20 | 8 | 44 | 17 | 96 | 36 | 105 | 40 | 3.08* | .93 |
| ESTABLISH VOCATIONAL GOAL(S) | F | 270 | 96 | 2 | 1 | 29 | 11 | 89 | 33 | 150 | 56 | 3.43 | .71 |
| | S | 270 | 96 | 29 | 11 | 62 | 23 | 93 | 34 | 86 | 32 | 2.87* | .98 |

[1] NUMBER OF SUNY/B SENIORS WHO COMPLETED THE 1976 FRESHMAN AND THE 1980 SENIOR "COLLEGE STUDENT PERCEPTIONS" SURVEYS, ADMINISTERED BY STUDENT TESTING AND RESEARCH.

[2] IN THE ROW BEGINNING WITH "F", RESPONSES THE STUDENTS MADE AS INCOMING FRESHMEN ARE INDICATED. IN THE ROW BEGINNING WITH "S", RESPONSES THEY MADE AS SECOND-SEMESTER SENIORS ARE REPORTED.

* MEAN OF THE RESPONSES AS INCOMING FRESHMEN DIFFERS SIGNIFICANTLY FROM THE MEAN OF THEIR RESPONSES AS SECOND-SEMESTER SENIORS, $P \leq .05$.